URBAN ADJUDICATION PANEL

METRO SCHOOL DIVISIONS

COMPENSATORY SUPPORT PROGAM

MAY 9, 1989

Manitoba
Education

89-05884/

A G E N D A

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

TUESDAY, MAY 9/89
9:00 A.M.

BLUE BOARD ROOM
124 KING STREET

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1. INTRODUCTION

2. FINANCIAL OVERVIEW

3. PROGRAM REVIEWS:

   A) 6TH YEAR PROGRAMS
   B) 5TH YEAR PROGRAMS
   C) 4TH YEAR PROGRAMS
   D) 3RD YEAR PROGRAMS
   E) 2ND YEAR PROGRAMS
   F) NEW PROGRAMS

4. SPECIAL GRANTS

5. COMPLETED PROJECTS, UPDATES AND OTHER INFORMATION

METRO SCHOOL DIVISIONS

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PROJECT	FILE #	1988 JAN-JUNE	1988 SEPT-DEC	1989 JAN-JUNE	1989 SEPT-DEC	1990 JAN-JUNE	1990 SEPT-DEC
09							
MILES MACDONNELL	9-096	-	-	-	-	-	-
HAMPSTEAD	9-095	$21,000	-	-	-	-	-
CHILD ABUSE	9-171	-	-	-	-	-	-
NEIL CAMPBELL	9-364	$12,000	-	-	-	-	-
PRINCESS MARGARET	9-396	$19,500	$13,000	$19,500	-	-	-
BERTRUM E. GLAVIN	9-433	-	$11,464	$17,196	-	-	-
SALISBURY	9-458	-	$8,700	$13,050	-	-	-
SHERWOOD	9-459	-	$8,000	$12,000	-	-	-
		$52,500	$41,164	$61,746	$0	$0	$0
010							
COMMUNITY LIAISON	10-063	-	-	-	-	-	-
MARYMOUND	10-023	$8,460	-	-	-	-	-
ELWICK/D.V. JEWITT	10-307	$22,500	$15,000	$22,500	-	-	-
EDMUND PARTRIDGE	10-308	$5,400	$14,000	$14,000	$7,000	-	-
EVALUATION: COUNSELLING	10-449	-	-	$10,000	$10,000	-	-
		$36,360	$29,000	$46,500	$17,000	$0	$0
012							
HAROLD HATCHER	12-038	-	-	-	-	-	-
REGENT PARK	12-177	$16,500	-	-	-	-	-
BERNIE WOLFE/JOSEPH TERES	12-452	-	$12,365	$18,548	-	-	-
		$16,500	$12,365	$18,548	$0	$0	$0
		$236,883	$249,385	$350,534			
			$ 599,919				
		$ 486,268					

18-APRIL-89

COMPENSATORY SUPPORT PROGRAM 1984-87
METRO SCHOOL DIVISIONS

		1984	1985		1986		1987	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
02								
BROOKLANDS	2-112	$27,600	$41,400	$22,200	$33,420	$22,000	$33,000	$22,000
STEVENSON-BRITTANIA	2-013	-	-	$5,640	$13,160	$8,000	$12,000	$8,000
JAMESWOOD	2-365	-	-	-	-	-	$12,000	$8,000
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000
04								
MARION	4-117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000
MARION/FRONTENAC	4-118	-	-	$4,597	$6,895	$4,800	$7,200	$4,800
FRONTENAC COLLABORATIVE	4-461	-	-	-	-	-	-	-
FRONTENAC ELEM. CSLG.	4-462	-	-	-	-	-	-	-
RESEARCH ASSISTANT	4-471	-	-	-	-	-	-	-
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800
05								
DIVISION WIDE: PRE-EMPLOYMENT PROGRAM	5-469	-	-	-	-	-	-	-
		$0	$0	$0	$0	$0	$0	$0
06								
LAVALLEE	6-178/-399	$15,000	$22,500	$15,000	$22,500	-	-	-
VICTOR HAGER	6-180	-	-	$10,400	$15,600	$10,800	$16,200	$5,500
VICTOR WYATT	6-303	-	-	-	-	$10,400	$15,600	$11,400
EVALUATION: HOME-SCHOOL	6-381	-	-	-	-	-	$4,000	$11,000
		$15,000	$22,500	$25,400	$38,100	$21,200	$35,800	$27,900
08								
KING GEORGE V	8-137	-	-	$4,100	$6,150	$9,600	$14,400	$5,000
ARCHWOOD	8-164	-	-	$4,100	$6,150	$9,200	$13,800	$5,000
ARCHWOOD/KING GEORGE V	8-137	-	-	-	-	-	-	-
		$0	$0	$8,200	$12,300	$18,800	$28,200	$10,000

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC
09								
NILES MACDONNELL	9-096	$16,000	$24,000	$16,000	$24,000	-	-	-
HAMPSTEAD	9-095	-	-	$4,000	$6,000	$12,800	$19,200	$14,000
CHILD ABUSE	9-171	-	-	$2,512	$3,768	-	-	-
NEIL CAMPBELL	9-364	-	-	-	-	-	-	$8,000
PRINCESS MARGARET	9-396	-	-	-	-	-	-	$13,000
BERTRUM E. GLAVIN	9-433	-	-	-	-	-	-	-
SALISBURY	9-458	-	-	-	-	-	-	-
SHERWOOD	9-459	-	-	-	-	-	-	-
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,000
10								
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	-	-	-
MARYMOUND	10-023	-	-	$5,333	$7,999	$5,520	$8,280	$5,640
ELWICK/D.V. JEWITT	10-307	-	-	-	-	$15,000	$22,500	$15,000
EDMUND PARTRIDGE	10-308	-	-	-	-	-	$27,000	$10,800
EVALUATION: COUNSELLING	10-449	-	-	-	-	-	-	-
		$14,000	$21,000	$19,333	$28,999	$20,520	$57,780	$31,440
12								
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	-	-	-
REGENT PARK	12-177	-	-	$4,000	$6,000	$14,000	$14,000	$11,000
BERNIE WOLFE/JOSEPH TERES	12-452	-	-	-	-	-	-	-
		$15,200	$22,800	$19,200	$28,800	$14,000	$14,000	$11,000
		$106,260	$159,390	$145,622	$223,132	$140,120	$246,180	$176,140

SCHOOL YEAR TOTAL	$ 265,650	$ 368,754	$ 386,300
CALENDAR YEAR TOTAL	$ 305,012	$ 363,252	$ 422,320

TOTAL GRANTS 1988 $1,912,182

BALANCE 1988 $87,818

27-APRIL-89

COMPENSATORY SUPPORT PROJECTS - 1989
SPECIAL GRANTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	EDUCATION & BUSINESS PARTNERSHIP	490	$5,000	$5,000	12/19/88	12/23/88	-
WINNIPEG #1	"I LOVE TO READ" - NORQUAY	491	$650	$650	12/19/88	12/23/88	-
WINNIPEG #1	JOHN M. KING CULTURAL INTERCHANGE	489	$3,000	$3,000	12/14/88	01/04/89	-
WINNIPEG #1	NATIVE COMMUNITIES KIT - 12 INNER CITY SCHOOLS	492	$9,650	$7,000	12/20/88	03/30/89	-
WINNIPEG #1	NORQUAY HOME & SCHOOL READING PROGRAM	497	$2,500	$2,500	01/30/89	02/03/89	-
WINNIPEG #1	AFRICAN CIVILIZATION PROJECT	495	$10,000	$8,500	01/19/89	03/30/89	-
WINNIPEG #1	GREENWAY NATIVE LANGUAGE CLASSES	496	$5,500	$2,063	01/25/89	03/30/89	-
WINNIPEG #1	VICTORIA-ALBERT HOME READING	498	$2,500	$2,500	02/07/89	02/15/89	-
WINNIPEG #1	JOHN M. KING - READ WITH ME	500	$2,500	$2,500	02/21/89	03/01/89	-
ST. VITAL #6	1989 HIGH SCHOOL STUDENTS' CONFERENCE ON RACISM	6-499	$4,000	$4,000	02/22/89	03/01/89	-
TRANSCONA-SPRINGFIELD #12	MURDOCH MCKAY/TRANSCONA	12-501	$6,032	$6,032	03/10/89	03/28/89	-
ST. JAMES-ASSINIBOIA #2	JAMESWOOD BORROW-A-BOOK	2-503	$3,500	$3,500	03/20/89	04/04/89	-
ST. JAMES-ASSINIBOIA #2	BROOKLANDS BORROW-A-BOOK	2-504	$3,800	$3,800	03/20/89	04/04/89	-
ST. JAMES-ASSINIBOIA #2	STEVENSON-BRITTANIA BOOK LENDING FOR HOME READING	2-505	$3,500	$3,500	03/20/89	04/04/89	-
WINNIPEG #1	CHAMPLAIN HOME READING	506	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	PRINCIPAL SPARLING READ A BOOK AT HOME CLUB	507	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	RIVER ELM HOME READING	508	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	GREENWAY EARLY CHILDHOOD LANGUAGE DEVELOPMENT	509	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	GLENELM HOME READING	510	$2,500	$2,500	04/10/89	04/27/89	-
WINNIPEG #1	KING EDWARD HOME READING	512	$2,500	$2,500	04/14/89	04/27/89	-
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	9-443	$6,000	$6,000	04/12/89	04/27/89	-
			$83,132	$75,545			

27-APRIL-89

COMPENSATORY SUPPORT PROJECTS - 1988
PILOTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	R.B. RUSSELL COOPERATIVE ACADEMIC & VOCATIONAL	422	$3,500	$3,500	01/04/88	01/21/88	
WINNIPEG #1	INNER CITY P.D. - PHASE I PLANNING	438	$5,000	$5,000	01/05/88	01/21/88	
WINNIPEG #1	PINKHAM MULTICULTURAL EARLY CHILDHOOD CLASSROOM	439	$2,900	$2,900	01/07/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	REGENT PARK PARENT CHILD DROP-IN CENTRE	12-437	$3,500	$3,500	01/04/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	PERSONAL SAFETY PROGRAM	12-431	$5,200	$5,200	01/01/88	01/21/88	
WINNIPEG #1	HUGH JOHN MACDONALD - POPULAR THEATRE	435	$9,000	$9,000	12/17/87	01/25/88	
WINNIPEG #1	HUGH JOHN MACDONALD - STAFF DEVELOPMENT (MULTICULTURAL)	436	$1,500	-	12/17/87	01/25/88	I
WINNIPEG #1	PRAIRIE THEATRE EXCHANGE	429	$1,800	$1,800	11/24/87	01/29/88	
WINNIPEG #1	SOCIAL STUDIES CURRICULUM ADAPTATION	394	$9,500	$5,000	05/28/87	01/29/88	
				$4,500	05/28/87	03/31/88	
WINNIPEG #1	CURRICULUM ADAPTATION/ L.A. FOR I/C SECONDARY	393	$10,000	$5,000	05/28/87	01/29/88	
				$5,000	05/28/87	03/31/88	
SEVEN OAKS #10	TEACHER TRAINING ON RACISM	10-434	$10,000	$6,000	12/16/87	02/05/88	
				$4,000	12/16/87	03/31/88	
WINNIPEG #1	MEET THE COMMUNITY	441	$3,350	-	02/08/88	-	I
WINNIPEG #1	ARGYLE PERFORMING ARTS PROGRAM	442	$8,000	-	02/22/88	-	I
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	9-443	$4,000	$4,000	03/07/88	03/16/88	
WINNIPEG #1	ACTORS' SHOWCASE 'THE OATH' & 'NIGHT LIGHT'	446	$7,000	$7,000	03/24/88	03/31/88	
WINNIPEG #1	WILLIAM WHYTE PARENT/CHILD BOOK SHARING PROGRAM	450	$2,500	$2,500	04/07/88	04/25/88	
ST. JAMES-ASSINIBOIA #2	STEVENSON-BRITTANIA TOY LENDING LIBRARY	2-448	$3,900	$3,900	05/18/88	05/27/88	
WINNIPEG #1	MACRAY LANGUAGE DEVEL. CREATIVE WRITING PROCESS/ BOOKMAKING CENTRE	468	$4,418	$4,418	05/13/88	05/27/88	
WINNIPEG #1	STRATHCONA HOME-SCHOOL READING PROGRAM	467	$2,500	$2,500	05/13/88	05/27/88	
ST. VITAL #6	VICTOR MAGER MULTICULTURAL LEARNING FESTIVAL	6-473	$6,090	$6,090	06/02/88	06/08/88	
WINNIPEG #1	PHASE-DOWN OF SCHOOL BASED PLANNING MODEL PROJECT	460	$5,000	$5,000	05/27/88	06/08/88	
WINNIPEG #1	R.B. RUSSELL PEER OUTREACH STAFF DEVELOPMENT PROGRAM	472	$5,500	$3,500	06/08/88	06/21/88	
WINNIPEG #1	NATIONAL INNER CITY EDUCATION CONFERENCE	476	$3,500	$3,500	07/08/88	07/13/88	

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DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	WPG. INNER CITY CONF. 1988	477	$5,000	$5,000	07/08/88	07/13/88	
SEVEN OAKS #10	METRO GUIDANCE COUNSELLING EVALUATION	10-449	$4,000	$4,000	08/02/88	08/10/88	
WINNIPEG #1	DAVID LIVINGSTONE HOME READING PROGRAM	475	$2,500	$2,500	08/08/88	09/09/88	
WINNIPEG #1	R.B. RUSSELL SCHOOL BASED PLANNING YEAR 3	478	$6,500	$6,500	08/17/88	09/09/88	
ST. BONIFACE #4	FRONTENAC COLLABORATIVE TEACHING MODEL	4-480	$1,800	$1,800	10/13/88	11/03/88	
WINNIPEG #1	COOPERATIVE LEARNING STRATEGIES	484	$1,100	-	11/07/88	-	I
ST. VITAL #6	VICTOR MAGER - CLW SUPPORT	6-479	$8,903	$4,259	11/07/88	11/18/88	I
WINNIPEG #1	CLASSROOM CURRICULUM	482	$10,000	$10,000	11/22/88	12/01/88	
WINNIPEG #1	STUDY GROUPS TO REVIEW LIT.	482	$4,000	$4,000	11/22/88	12/01/88	
WINNIPEG #1	TEACHER SHARING	482	$6,000	$6,000	11/22/88	12/01/88	
WINNIPEG #1	CURRICULUM STRATEGIES	482	$10,000	$10,000	11/22/88	12/01/88	
RIVER EAST #9	HOME READING PROGRAM - HAMPSTEAD/PRINCESS MARGARET	9-481	$10,000	$10,000	11/22/88	12/13/88	
WINNIPEG #1	ACTORS' SHOWCASE	486	$7,600	$7,600	12/01/88	12/12/88	
WINNIPEG #1	MANITOBA PUPPET THEATRE	487	$2,500	$2,500	12/08/88	12/20/88	
			$197,761	$178,967			

METRO SCHOOL DIVISIONS

6TH YEAR PROJECTS

PAGE #	DIVISION/SCHOOL	PROJECT	FILE #	REQUEST
1-2	#2 - BROOKLANDS	PRE-SCHOOL ENRICHMENT	2-112	$55,000
1-12	#4 - MARION	LEARNING ASSISTANCE	4-117	$48,000
1-29	#4 - MARION/ FRONTENAC	LANGUAGE DEVELOPMENT	4-118	$13,000

6TH YEAR

ST. JAMES-ASSINIBOIA SCHOOL DIVISION #2

BROOKLANDS SCHOOL

PRE-SCHOOL ENRICHMENT AND READINESS PROGRAM

PR-SD2-112-89

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. James S.D. #2
SCHOOL: Brooklands

Pre-School Enrichment and Readiness

DESCRIPTION OF NEED

Ethnicity - Filipino 13.0% Native 9.0%

Single Parent - Nursery 12%, Kindergarten 4%, Grade 1 - 13%

Mobility - Nursery - transfers - in 16% - out 24%; Kindergarten 22.7% and 18.8%

*other data from 1981 Census Data Tract as established previously.

PROGRAM OBJECTIVE

To provide an environment where pre-school children can be exposed to a variety of academic, social and physical experiences.

To provide additional reinforcement and support in basic skill areas for specific kindergarten children.

PROJECT DESCRIPTION

This program provides nursery and targeted kindergarten children with opportunities to develop academic and general readiness skills. Emphasis has been placed on developing language and social skills. Parental involvement is encouraged formally around school events such as parent evenings and workshops and informally through an attitude of acceptance and openness to "significant others". Parent volunteers are actively recruited in the nursery program.

A full-time nursery and .5 kindergarten teachers are funded through Compensatory Grants. The Division provides a full-time teacher's aide for the program at a cost of $10,000.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1. A home reading program was implemented at the Nursery/Kindergarten level.
2. Monthly parent informational sessions were initiated.
3. A Classroom Visitation Week was organized with 70% of the parents participating.
4. Parent Volunteers are utilized on a regular basis.

ACTUAL COST 88/ 89

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$55,000.00	**Personnel:**	One teacher aide position

REQUESTED BUDGET 89/ 90

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$55,000.00	**Personnel:**	One teacher aide position

TOTAL PROJECT COSTS: $55,000.00 plus cost of one teacher aide

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund $55,000.00 for the 1989-90 school year with an activity report to be submitted by April 12, 1990. Such funding to be contingent upon: 1) the Division funding one teacher's aide position and that such a position be used in the funded program, 2) continuing effort be made to involve parents in school activities.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. James-Assiniboia #2

SCHOOL: Brooklands

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $55,000.00

PROJECT: Pre-School Enrichment and Readiness

FILE NO: PR-SD2-112

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $55,000.00 for the 1988-89 school year.

That a final evaluation report be submitted by April 15, 1989.

Funding is contingent upon:

1. The School Division funding one teacher's aide position and that such a position be used in the funded program.
2. The continuing effort to involve parents in school activities and that the final report, due April 15, 1989 document achievements in the area of parental involvement.

RECOMMENDATION: $55,000.00

APPROVED

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630

RECEIVED
APR 13 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

April 12, 1989

Ms. Carolyn Loeppky
Director
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Carolyn,

Please find attached information regarding parental involvement in the Pre-School Enrichment and Readiness Program at Brooklands School. Although our program continues to address the objectives as outlined in the original proposal, a continued focus in 1989-90 will be upon parental involvement. Our plans for next year include the development of an activities handbook for parents as well as the establishment of a toy lending library.

Please contact me if you have any questions regarding this information or any aspect of the program itself. Your continued support of our Pre-School Enrichment and Readiness Program is sincerely appreciated.

Sincerely,

Candace Borger
Ms. C. Borger
Vice Principal

CB:kb

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630

The Brooklands Pre-School Enrichment and Readiness Program implemented in 1984 continues to provide a school readiness program for children four years of age as of December 31st and an extended full day Kindergarten experience for "at risk" students, identified as a result of the Kindergarten Early Identification Program and teacher observation.

A major goal of the program focuses upon the importance of parental participation in effective programming and in facilitating parental involvement through a variety of strategies of activities.

The home reading program implemented at the Kindergarten level during the 1987-88 school year has been expanded and includes all students from nursery to grade four within Brooklands School. This program has been well-received by our community and parental participation has been excellent. A parent brochure outlining our home reading program has been developed and is included for your interest.

Informal parent informational sessions have been initiated on a monthly basis this year at Brooklands School. These "Lug-A-Mug" sessions provide the parents and our Early Years students with information on a variety of topics of interest related to the curriculum. Resource personnel from both the school and Divisional levels have participated in these workshops. Lug-A-Mug sessions organized to date include:

Tuesday, October 18th	Whole Language
Tuesday, November 22nd	"Computers"
Wednesday, January 11th	"Home Activities for Young Children"
Tuesday, February 21st	"Fun Activities with Mathematics"
Tuesday, March 21st	"Fun with Science"
Wednesday, April 19th	"Sharing Good Children's Literature with your Child"

A bulletin board in the office area features our students' classroom work. Students whose work is selected, receive a certificate of commendation which also notifies their parents that their work is on display in the office. This strategy, utilized extensively by our Nursery and Kindergarten teachers, has been most effective in bringing parents into the school.

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630

A "Classroom Visitation Week" from January 16th to January 21st scheduled our Kindergarten parents to observe their children during centres activities throughout the week. This event was very well attended by our parents. (Approximately 70% of our parents participated.) Due to its success, an Open House will be held during Education Week (April 18th to April 21st) for our entire school population. Thus parents of students from nursery to grade nine have been invited to visit their son's/daughter's classroom throughout the week. Responses to date indicate that our Open House will be a most successful event.

While all parents continue to be invited to our monthly assemblies through newsletters and memos, parents whose children will be recognized during a particular assembly are invited personally to attend. This year "Athlete of the Month" awards are presented at each grade level, as well as "Student of the Month" awards. Letters continue to be sent home to parents commending their children as well. "Student of the Week" awards have also been initiated within each classroom this year. Recipients of this award receive a badge of recognition in addition to a certificate to take home to their parents.

An orientation booklet, welcoming our new students, is mailed home to parents in July. A summer newsletter containing numerous activities and ideas designed to stimulate language learning is sent home to all parents within our Early Years classes. Regular newsletters continue to be distributed on a monthly basis as well.

The Kindergarten classes continue to recognize each child through their "Celebrity of the Week" program, while our Nursery program has initiated "V.I.P. of the Week". Parents continue to participate actively in these activities.

Parent volunteers continue to be utilized in both the Nursery and Kindergarten programs. In addition to assisting with field trips, shopping for snack items and baking for social events, volunteers have been involved in typing creative stories and in bookmaking activities in our writing centres. One parent donates materials to our woodworking centre on a regular basis.

This year a survey was circulated and completed by the parents in our school. Feedback from our parents was very encouraging and comments from our Kindergarten and Nursery parents have been attached for your interest.

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630

The Nursery and Kindergarten programs continue to encourage parental involvement through a variety of on-site activities such as the Valentine's Day tea, "Dog It With the Teacher" and Family Day, as well as regularly-scheduled parent conferences throughout the year. On Wednesday, April 19th our parents will be invited personally to attend our Early Years Fair to be held at Strathmillan School.

The following workshop opportunities were also provided to parents throughout the year.

Tuesday, November 8, 1988
"Thinking About Thinking Skills"
St. James-Assiniboia Teacher Centre

December, 1988 - January, 1989
STEP Program
Brooklands School

Tuesday, January 10th, 1989
"Language Games and Activities for Young Children"
St. James-Assiniboia Teacher Centre

Wednesday, February 15th, 1989
"Parents and Print"
C. E. L.
Holiday Inn-Downtown

Monday, February 21st, 1989
"Learning About Learning Styles"
St. James-Assiniboia Teacher Centre

Tuesday, March 14th, 1989
"Calculators In Elementary Mathematics"
St. James-Assiniboia Teacher Centre

Saturday, April 22nd, 1989
"Family Coping Skills"
Centre Cultural Franco-Manitoban

Brooklands School

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SURVEY RESULTS

What do you like best about our school?

The fact that it seems interested in the students' overall well-being. Safety, learning skills, getting along with others, etc. is practised very well. From what I see, all teachers seem to work very hard and try to make the school a happy place for the children.

The parties; parent visitation

The communication between the parents, teachers and students

The teachers are very good to the students. The Borrow-A-Book program is excellent learning program for the kids.

Parent-teacher relationship is excellent. Children's activities and educational pursuit - high quality!

Borrow-A-Book program; Student of the Month; Celebrity Week

School's encouragement for more parent's role participation in child's education, progress and school affairs is excellent!

Teachers seem to really care about each child.

The rapport that the teachers have with students and parents, as well as the study program.

The teachers always have a smile on their faces when the children arrive.

Teachers

I like the school because of the programs offered and the teachers' involvement with the students.

Principal, Vice Principal and all teachers as team doing a good job in our school. They do best whatever they can.

Extra programs - example - I Love To Read.

In my opinion we have a great vice principal who seems to have a genuine concern about students e.g. making sure they are dressed properly before leaving school. and she tries to really get parents involved.

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630

Good kindergarten activities, programs
Close to our home
Caring kindergarten staff
Well planned trips, book borrowing

I like all teachers in your school and I think everything is the best.

Parents are kept well informed of what is going on.

Its proximity to the students and we are kept well informed of what the students are doing.

Good education taught in a fun atmosphere, and children are taught responsibilities and rules. I really like the Student and Athlete of the Month. It really encourages the children to do their best!

6TH YEAR

ST. BONIFACE SCHOOL DIVISION #4

MARION SCHOOL

LEARNING ASSISTANCE PROGRAM

PR-SD4-117

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface #4
SCHOOL: Marion

LEARNING ASSISTANCE PROGRAM

DESCRIPTION OF NEED

Because of the transient nature of a segment of the school population at Marion School, many of the students coming to the school in grades 5 to 8 function academically two or more years below their grade placement. The Learning Assistance Program is intended to help those students adapt and cope with the school programs by attempting to address their specific learning needs.

PROGRAM OBJECTIVE

1. Directly address individual student needs within a sheltered setting through:
   a) diagnosis of learning strengths and weaknesses;
   b) diagnostic teaching to ascertain appropriate instructional material and approaches;
   c) programming at the student's instructional level.
2. Assist classroom teachers in accommodating student needs within the regular classroom context:
   a) facilitate provision of appropriate instructional materials and approaches for special needs students through collaborative planning and teaching,
   b) assist with materials selection and/or design according to program objectives.

PROJECT DESCRIPTION

Students are withdrawn from classroom on an average of 5 out of 6 classes to receive instruction in modified Language Arts and/or Mathematics. On-going communication between the classroom teacher and the L.A.P. teacher is stressed. Parents are given opportunities to assist their children by providing home support. The ultimate goal of the program is to integrate the students into regular classroom settings by providing reassurance, encouragement and support during the transition.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Program recommendations indicate that:

1. Further work is necessary in assisting teachers to effectively match program objectives, materials, and approaches to learner needs. The LAP teacher must continue to work collaboratively with classroom teachers at both the planning and delivery stages - in Language Arts and Mathematics.

2. Individual special needs students continue to require individual programming for at least part of their school day. The LAP program facilitates the transition to classroom integration.

ACTUAL COST 88/ 89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$45,000.00	**Personnel:**	$12,500.00

REQUESTED BUDGET 89/ 90

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$48,000.00	**Personnel:**	$12,500.00

TOTAL PROJECT COSTS: $60,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $48,000.00 for the school term 1989-90 contingent upon the school division continuing to commit one full time teacher's aide to the centre. That an Activity Report be submitted by April 12, 1989 outlining program activities and program outcomes.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. Boniface #4

SCHOOL: Marion

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $45,000.00

PROJECT: Learning Assistance Program

FILE NO: PR-SD4-117

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this program to a maximum of $45,000.00 for the school year 88-89, contingent upon the school division continuing to commit one full time teacher's aide to the centre.

That a final evaluation report be submitted by April 15, 1989 outlining the development of the program and the achievements of the program.

RECOMMENDATION: $45,000.00

APPROVED

FINAL EVALUATION

LEARNING ASSISTANCE PROGRAM

ST. BONIFACE SCHOOL DIVISION
MARION SCHOOL

SUBMITTED BY:
STUDENT SERVICES DEPARTMENT AND PROGRAM TEACHERS

April, 1989

EVALUATION REPORT - COMPENSATORY SUPPORT PROGRAM

Name of Project: **LEARNING ASSISTANCE PROGRAM**

School Division: St. Boniface No. 4

School: Marion

Part I: Descriptive Information

A: Rationale

Because of the transient nature of a segment of the school population at Marion School, many of the students coming to the school in grades 5 to 8 function academically two or more years below their grade placement. The Learning Assistance Program is intended to help those students adapt and cope with the school programs by attempting to address their specific learning needs.

B. Target Group

Marion School has a small student population. There is one class per grade. The school population is made up of:

- a number of students from stable environments whose families are community residents of long standing
- a number of students from transient families who undergo many school changes within short periods of time

Some students from this latter group experience severe deficits in their learning with ensuing emotional/social problems. Their level of functioning is two or more years below their placement. They require differential programming and a great deal of support in order to help them adapt and become fully involved with academic learning.

Students are referred to the principal for help from this program.

C. Program Objectives

It is the intent of the Learning Assistance Program to:

1) directly address individual student needs within a sheltered setting through:

   a) diagnosis of learning strengths and weaknesses,
   b) diagnostic teaching to ascertain appropriate instructional material and approaches,
   c) programming at the student's instructioinal level.

2) assist classroom teachers in accomodating student needs within the regular classroom context:

a) facilitate provision of appropriate instructional materials and approaches for special needs students through collaborative planning and teaching,
b) assist with materials selection and/or design according to program objectives.

D. Common Characteristics of Students in the Program

The students who participate in this program range in age from 10 - 16 years of age, and are enrolled in Grades 5 - 8 at Marion School. Characteristics common to them are:

- transience and resulting lack of continuity in academic programming
- transience and resulting instability of social relationships
- functioning at two or more years below their grade placement
- poorly motivated
- fragile self-esteem/lack of self-confidence
- deprivation and lack of academic stimulation in the home
- many are from one parent families
- inadequate social skills
- many are from families who require social assistance
- vulnerable to peer criticism

E. Number of Students

For the 1988-89 school year, 47 students have received assistance in areas of Language Arts or Mathematics, or both as follows:

a) 5 students in Grade 5-6, and 19 students in Grade 7-8 have received direct instruction within the LAP setting
b) 16 students in Grade 5-6 ands 16 students in Grade 7-8 have received classroom-based intervention via program modification, and/or collaborative planning and instruction (classroom teacher and LAP teacher).

(See Appendix A which identifies students by grade and subject areas - "Learning Assistance Program-1988-89").

F. Program Staff

1. Description of staff:

For Grade 5-6 students:
- one half-time teacher
- one half-time instructional assistant

For Grade 7-8 students:
- one half-time teacher
- one half-time instructional assistant
- one full time special needs instructional assistant

2. Responsibility

The learning assistance teacher assumes the following responsibilities:

- identification and diagnosis of program participants
- programming for individual student needs within the LAP classroom, and in consultation with classroom teachers
- diagnostic instruction of students within the program
- ensuring parents are aware of progress and involved in the process, where possible
- facilitating IEP reviews with personnel involved with students
- planning and coördination of duties of instructional assistants
- assisting the classroom teacher with program modification and instructional planning.

3. Other Agencies or Organizations

a) The learning assistance teacher avails herself of available personnel and services as needed. (C.G.C., medical, social agencies).

b) Parental support and involvement are encouraged. All aspects of programming are shared with the parent. Parents are requested to attend periodic conferences for review of progress and to assist with follow-up plans.

4. Instructional Assistants

Instructional assistants work with individual students and small groups of studsents both within the LAP setting and within the regular classroom setting. Duties are planned, prepared and assigned by the LAP teacher in consultation with the classroom teacher.

The majority of an instructional assistant's work day is spent in direct instructional contact with students.

Instructional assistants, who have been assigned to work with individual special needs students, do so under the direction of the LAP teacher. The daily program is planned and evaluated by the LAP teacher. The instructional assistant logs the student's progress on a daily basis.

Part II Program

Setting: Students remain within the regular classroom for most school programs and activities. Usually, attendance in the LAP is for Language Arts and/or Mathematics. The LAP is housed in two classrooms central to the classrooms they serve. There is a separate room for the Gr. 5-6 LAP students and for the Gr. 7-8 LAP students.

The Learning Assistance Program is cognizant of the unique needs of underachieving students of this 'middle years' age group. Because of the age level, the extent of academic deficiencies, and oft-times fragile self-esteem of these students, a sheltered setting away from peer scrutiny and criticism is, at times, a necessary initial step. Time within the sheltered setting constitutes only a portion of each school day, but affords the student time to develop skills, experience success, and begin to assume a more active role in the learning process.

Except in exceptional circumstances, the greatest part of a student's day is spent within the regular classroom. The degree to which that environment accommodates individual student needs is a significant factor in the student's academic progress and level of self-esteem. It is a function of the Learning Assistance Program to support and extend the expertise of the classroom teacher in addressing student needs. The Learning Assistance teacher does this through provision of help with program planning, cooperative teaching within the classroom, and locating or assisting with design of instructional materials and resources.

Duration of the program: It is the intent of the LAP to involve students in the intervention part of the program for the shortest term possible. The nature and severity of the learning problem dictates the duration of intervention for individual students.

Program components/activities: Students attend LAP for instruction in Language Arts and/or Mathematics. Timetabling parallels that of the regular classroom for both subject areas to facilitate flexibility re student movement and the integration process.

a) Language Arts - Grades 5-6:

All Grade 6 students participate in the regular classroom program. The LAP teacher assists the classroom teacher with program modification, planning, location of materials, and instruction.

The LAP teacher assists the Grade 5 teacher with planning of instructional strategies, materials selection, program modification and methods of evaluation. Students participate in the regular classroom program. Assistance is provided by LAP in:

- diagnostic instruction within LAP setting using various techniques and strategies to ensure the acquisition of specific skills;
- support and consultation to classroom teacher.

Mathematics: Mathematics programming and instruction for underachieving students is carried out by the LAP teacher within the LAP setting for students in Grades 5-6.

b) Language Arts - Grades 7-8:

In most instances, students participate in the regular classroom Language Arts program. The Language Arts program is delivered within the regular classroom setting with support from the LAP as follows:

* an initial period of diagnostic instruction within the LAP setting to ascertain student's learning strenghts and weaknesses and program requirements;

* cooperative planning/teaching: classroom and LAP teacher cooperatively plan Language Arts units incorporating program adjustments and instructional strategies to address the range of student needs;

* consultation: once the classroom program is in place, the LAP role becomes consultative and supportive. Instructional assistant support may be indicated and provided.

In exceptional instances, students receive direct, individual assistance at their instructional levels within the sheltered LAP setting. The program usually differs from that of the classroom program.

Mathematics: Mathematics programming and instruction for underachieving students is carried out by the LAP teacher within the LAP setting until the student has acquired a skills-base and level of confidence sufficient to begin work within the regular classroom setting. At that point, the LAP teacher's role is to assist the classroom teacher in modifying the regular program to accommodate student needs.

NOTE: For some students, severe emotional or social problems outweigh academic concerns. Although these students receive instruction in Language Arts or Mathematics via the LAP program, the focus is on enhancing self-concept and providing for success within a supportive setting. Such students spend less time within the regular classroom setting. Integration with peers occurs gradually, within the least threatening subject areas initially, and usually with the help of an instructional assistant.

Interaction with regular classroom: Vital to successful programming for the student is on-going communication between the classroom teacher, the LAP teacher, parents, and other personnel involved.

* Information re. student performance, attitude, or effort is exchanged on an informal basis several times a week for each student.
* Formal, scheduled instructional planning sessions are held weekly with the LAP teacher and each classroom teacher involved. It is at that time that program objectives, modifications, and materials are selected.
* At least three times a year, all personnel involved in the educational programming for the students confer to review progress and update individual educational plans.
* At least three times a year, parents are conferenced re. student progress and program design. Classroom teachers and LAP teachers usually conference parents together.

Parent involvement: Classroom teachers and LAP teachers encourage parental involvement. Parents are contacted and, usually, a personal conference is held:

* at student entry to the program
* 3 times a year during regular parent-teacher conferences
* following any formal meeting regarding progress, placement or integration of the student.

Part III Evaluation

I One of the program's objectives is to help students upgrade their academic skills and fuction adequately within a classroom setting.

For students in the program who received direct intervention, academic gains are apparent in Mathematics and Language Arts as indicated by pre post scores. (See Appendix B-1 and B-2. Note that only students involved in direct intervention within the LAP setting were tested. Students who are assisted by LAP through program modification are subject to the on-going evaluation inherent in the classroom program. Test scores for these students are not, therefore, reported here.)

That the program is successful at helping students function adequately within the classroom setting is indicated by the following:

Of the 17 students enrolled in the LAP during the 1987-88 school year (direct intervention):

* 7 students continued with LAP into the 1988-89 school year,
* 6 students returned to regular classroom placement (2 to grade level programs; 4 to modified programs)
* 2 students went to modified gr. 9 programs elsewhere
* 2 students moved to other areas

Similar statistics are anticipated for this school year.

II The second objective of the program is to **collaboratively assist the classroom teacher in utilizing alternative approaches and materials, and in modifying programs to meet the students' needs.**

Program teachers note greater ability on the part of the classroom teachers to deviate from the regular program in their planning for special needs students. An improvement is noted in the classroom teachers' willingness to accommodate special needs students within the regular classroom.

Part IV Recommendations

This program has been successful in achieving both of its objectives. Success of the direct intervention component is evidenced by the test results presented previously. The classroom-based component of the program has grown and is successful in helping classroom teachers meet the needs of special needs students within the classroom.

1. The Learning Assistance Program should continue.
2. Further work is necessary in assisting teachers to effectively match program objectives, materials, and approaches to learner needs. The LAP teacher must continue to work collaboratively with classroom teachers at both the planning and delivery stages - in Language Arts and Mathematics.
3. Individual special needs students continue to require individual programming for at least part of their school day. The LAP program facilitates the transition to classroom integration.

LEARNING ASSISTANCE PROGRAM 1988-89

Gr.	Student	Direct Intervention		Class-based Intervention		Entry to Prog.
		L.A.	MATH	L.A.	MATH	
5	T, S.	✓			✓	Sept. '87
5	M, S.			✓	✓	Sept. '87
5	S, D.				✓	Nov. '88
5	K, P.				✓	Jan. '89
5	M, M.				✓	Oct. '88
5	S, C.			✓	✓	Oct. '88
6	C, G.	✓	✓			Sept. '86
6	J, L.	✓	✓			Sept. '87
6	R, C.			✓		Sept. '86
6	K, S.				✓	Jan. 89
6	T, M.			✓		Oct. 88
6	C, N.			✓		Oct. 88
6	S, R.			✓		Sept. 88
6	B, D.			✓		Sept. 88
6	F, M.			✓		Sept. 88
6	B, J.				✓	Jan. 89
Totals		3	2	8	8	

LEARNING ASSISTANCE PROGRAM 1988-89

Gr.	Student	Direct Intervention		Class-based Intervention		Entry to Prog.
		L.A.	MATH	L.A.	MATH	
7	H, S.		✓	✓		Sept./86
7	K, E.		✓			Oct/88
7	L, A.			✓	✓	Oct/87
7	L, G.		✓	✓		Sept/88
7	R, J.				✓	Jan/87
8	B, M.		✓	✓		Sept./87
8	C, M.			✓	✓	Jan/88
8	F, D.			✓	✓	Sept/88
8	Fo, D.	✓	✓			Sept/88
8	L, T.			✓	✓	Mar/86
8	M, M.	✓	✓			Sept/88
8	N, T.			✓	✓	Jan/88
8	T, B.			✓		Sept/88
8	T, S.	✓	✓			Mar/88
8	W, R.			✓		Jan/88
TOTALS		3	7	10	6	

APPENDIX B-1

LANGUAGE ARTS ACHIEVEMENT [MAR. '88 - MAR., '89]

GRADE	STUDENT	SCHONELL GRADED WORD			SCHONELL SPELLING			METROPOLITAN ACHIEVEMENT TEST					
								WORD KNOWLEDGE			READING COMPREHENSION		
		MAR. 88	MAR. 89	+/-	MAR. 88	MAR. 89	+/-	MAR. 88	MAR. 89	+/-	MAR. 88	MAR. 89	+/-
5	T, S.	4.0	4.1	+.1	2.3	2.6	+.3	3.5	3.3	-.2	5.4	3.3	-2.1
6	C, G.	5.3	5.7	+.4	3.2	4.2	+1.0	3.6	4.8	+1.2	too low to score	3.7	-
6	J, L.	3.3	3.5	+.2	2.8	2.9	+.1	2.8	2.8	-	4.9	2.2	-2.7
3	H, M.	5.1	7.4	+2.3	2.3	5.4	+3.1	6.7	6.1	-.6	6.1	5.3	-.8
3	T, S.	3.0	4.2	+1.2	2.0	2.6	+.6	unable to test			IRI GR. 3	IRI GR. 4	
3	F, D.	7.8	8.7	+.9	6.5	7.1	+.6	4.7	5.3	+.6	6.1	7.5	+1.4

APPENDIX B-2

MATHEMATICS ACHIEVEMENT [MAR. '88 - MAR. '89]

GRADE	STUDENT	STANFORD DIAGNOSTIC MATHEMATICS TEST					
		CONCEPTS			COMPUTATION		
		MAR. 88	MAR. 89	+/-	MAR. 88	MAR. 89	+/-
6	C, F.	4.3	2.7	-1.6	4.3	3.9	-.4
6	J, L.	4.3	3.6	-.7	4.9	6.3	+1.4
7	H, S.	4.9	7.7	+2.8	4.2	8.3	+4.1
7	K, E.	2.5	4.2	+1.7	3.6	5.1	+1.5
7	L, G.	6.0	7.3	+1.3	5.2	6.1	+.9
8	B, H.	4.8	8.6	+3.8	3.9	7.7	+3.8
8	F, D.	5.1	5.4	+.3	5.4	5.9	+.5
8	M, M.	5.3	7.5	+2.2	3.8	5.6	+1.8
8	T, S.	5.9	unable to test		4.1	5.2	+1.1

REQUEST FOR FUNDING

That Manitoba Education continue to fund this program to a maximum of $48,000 for the school year 1989-90 (teacher's salary).

The School Division agrees to continue to commit one full time instructional assistant to the program.

6TH YEAR

ST. BONIFACE SCHOOL DIVISION #4

MARION/FRONTENAC SCHOOLS

LANGUAGE DEVELOPMENT PROGRAM

PR-SD4-118

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface #4
SCHOOL: Marion/Frontenac

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

1981 Census Data previously established community need. 26 students are identified as having significant language delay problems.

PROGRAM OBJECTIVE

a) To develop a basic speaking/listening vocabulary.
b) To develop specific sentence structures.
c) To develop listening skills.
d) To develop spontaneity of language through story reformulations, filmstrips, play activities, etc.
e) To upgrade communication skills to a level where students can communicate with their peers, and can cope with the school program.

PROJECT DESCRIPTION

See attached.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

ACTUAL COST 88/ 89

ME Contribution
Materials: _____
Personnel: _____

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 89/ 90

ME Contribution

Materials: $ 1,000.00
Personnel: $12,000.00

Division Contribution

Materials: $ 1,000.00
Personnel: $12,000.00

TOTAL PROJECT COSTS: $26,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund the language development program at Marion School with the St. Boniface School Division continuing to support an equivalent program at Frontenac School. That an activity report be submitted on April 12, 1990.

LANGUAGE DEVELOPMENT PROGRAM
Marion/Frontenac Schools

PROJECT DESCRIPTION

1. Setting

The program is carried out in small groups in the regular classroom for most students. In some cases students work in small groups outside of the classroom where the basic language concepts/structures are taught using the themes being introduced in the classroom. The teacher, instructional assistant and some parents work together at reinforcing the concepts/ structures being introduced.

2. Duration

The students are usually seen in small groups for 25 - 30 minute sessions 5 - 6 times a cycle. Students are discontinued from the program when, through observation and subsequent evaluation, communication skills are deemed appropriate for classroom functioning.

3. Components/Activities

The program emphasizes oral language and listening skills, that is, the expressive and the receptive components of language.

Daily lessons include:

a) vocabulary development
b) language structures, e.g. tenses question forms, possessives
c) auditory skills, e.g. sequencing, following directions, response to signal
d) conversational skills in retelling, reformulating, presenting, playacting

4. Staff Roles

The classroom teacher is responsible for the language development program. He/she is assisted in the delivery of the program by an instructional assistant.

The vocabulary/concepts/auditory skills to be sequentially taught are listed in a program guide set up by the Speech and Hearing clinician. These skills are taught by the classroom teacher and instructional assistant using themes that are being studied.

A tutoring log is set up for the instructional assistant to provide feedback from group sessions on student participation and performance

5. Students Progress in the Program

Students are identified for the program by the classroom teacher using the:

Ready Steps Test (for kindergarten only)
Classroom observation
Fishers Auditory Skills Checklist
Language Development Checklist (C.G.C.)

The Bankson Language Screening Test or Boehm Test of Basic Concepts is used as an additional diagnostic tool and administered by the resource teacher before entry into the program. In some cases, the language clinician administers the Structured Photographic Language Test, the Peabody Picture Vocabulary Test or others. A re-test later in the year as well as daily observation gives an indication of progress made.

6. Post-Program Activities

Students who leave the program are expected to cope with the classroom programs. If there are learning problems which exist but are not language-oriented, program modification or ongoing support will be provided.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. Boniface #4

SCHOOL: Marion/Frontenac

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $12,000.00

PROJECT: Language Development Program

FILE NO: PR-SD4-118

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education continue funding this program for the 1988-89 school year at $12,000.00 with matched funding from the Division ($11,000.00 for staff and $1,000.00 for materials).

That a final evaluation report be submitted to Manitoba Education by April 15, 1989.

RECOMMENDATION: $12,000.00

APPROVED

FINAL EVALUATION

LANGUAGE DEVELOPMENT PROGRAM

ST. BONIFACE SCHOOL DIVISION
MARION SCHOOL
FRONTENAC SCHOOL

SUBMITTED BY:
STUDENT SERVICES DEPARTMENT AND PROGRAM TEACHERS

April, 1989

EVALUATION REPORT - COMPENSATORY SUPPORT PROGRAM

Name of Project: **LANGUAGE DEVELOPMENT PROGRAM**

School Division: St. Boniface Nº 4

Schools: Marion and Frontenac

Part I: Descriptive Information

A: Program Initiation

1. Rationale for the Program

Some students enter school with language development delays. In some cases the delay is of a mild/moderate nature and only requires some language stimulation in the classroom. In cases of severe language delays, some program intervention is necessary to help students overcome this problem and ensure successful performance in reading, speaking, listening, writing. The language development program is to help those students who experience a severe delay in their language development.

2. Target Group

The program is intended for those students who for various reasons experience a delay in their language development due to cultural and/or environmental factors.

The program involves students in kindergarten, grade 1 and in some cases grade 2, 3.

3. Specific Program Objectives or Goals

The program objectives are:

a) To develop a basic speaking/listening vocabulary.

b) To develop specific sentence structures.

c) To develop listening skills.

d) To develop spontaneity of language through story reformulations, filmstrips, play activities, etc.

e) To upgrade communication skills to a level where students can communicate with their peers, and can cope with the school program.

B. STUDENT POPULATION

1. Common characteristics of most students in the language program are:

- cannot easily participate in a group/hesitant to communicate
- are difficult to understand
- socially immature and do not interact with peers
- most come from single parent families or new parent families
- many come from families that require social assistance
- many parents of the children in the language program are not good language models for the children

2. Student Needs

The students who attend this program need:

- intensive language stimulation
- small group, structured situations where they are made to participate
- opportunities to practice and repeat appropriate structures
- a headstart by being pre-taught concepts to enable them to better understand the lessons shared with their peers

3. Number of Students

There were a total of 10 students in the program at Marion School and 16 students in the program at Frontenac. Students work in groups of two or more with an instructional assistant in a classroom setting. In a few cases, for a limited period, students work away from the classroom with the instructional assistant.

C. PROGRAM STAFF

1. Description of Staff

There are four full time teachers (1K-1gr.1-1gr.2-1gr.3) and one full time instructional assistant involved with the language program at Marion School. There are 6 teachers (2K-2gr.1-2gr.2) and one full time instructional assistant involved with the language program at Frontenac School. As well, 12 parents are involved in doing a home program with their child.

2. Responsibility

The classroom teacher, assisted by an instructional assistant, is responsible for the language program. The resource teacher provides material for the program and administers the pre and post tests to the students in the language program. They provide ongoing consultation to the program teachers.

3. Other Agencies or Organizations

The Speech and Hearing clinicians provide ongoing guidance and recommend program changes. As well, some in-servicing was done with the new classroom teachers to make them knowledgeable about the program.

D. PROGRAM OPERATION

1. Setting

The program is carried out in small groups in the regular classroom for most students. In some cases students work in small groups outside of the classroom where the basic language concepts/structures are taught using the themes being introduced in the classroom. The teacher, instructional assistant and some parents work together at reinforcing the concepts/structures being introduced.

2. Duration

The students are usually seen in small groups for 25 - 30 minute sessions 5 - 6 times a cycle. Students are discontinued from the program when, through observation and subsequent evaluation, communication skills are deemed appropriate for classroom functioning.

3. Components/Activities

The program emphasizes oral language and listening skills, that is, the expressive and the receptive components of language.

Daily lessons include:

a) vocabulary development

b) language structures, e.g. tenses question forms, possessives

c) auditory skills, e.g. sequencing, following directions, response to signal

d) conversational skills in retelling, reformulating, presenting, playacting

4. Staff Roles

The classroom teacher is responsible for the language development program. He/she is assisted in the delivery of the program by an instructional assistant.

The vocabulary/concepts/auditory skills to be sequentially taught are listed in a program guide set up by the Speech and Hearing clinician. These skills are taught by the classroom teacher and instructional assistant using themes that are being studied.

A tutoring log is set up for the instructional assistant to provide feedback from group sessions on student participation and performance.

5. Students Progress in the Program

Students are identified for the program by the classroom teacher using the

Ready Steps Test (for kindergarten only)
Classroom observation
Fishers Auditory Skills Checklist
Language Development Checklist (C.G.C.)

The Bankson Language Screening Test or Boehm Test of Basic Concepts is used as an additional diagnostic tool and administered by the resource teacher before entry into the program. In some cases, the language clinician administers the Structured Photographic Language Test, the Peabody Picture Vocabulary Test or others. A re-test later in the year as well as daily observation gives an indication of progress made.

6. Post-Program Activities

Students who leave the program are expected to cope with the classroom programs. If there are learning problems which exist but are not language-oriented, program modification or ongoing support will be provided.

PART II: Evaluation Information

A: Student Progress

Most of the students were admitted into the program early in the 1988-89 school year.

Testing was done at this time to provide information for this report. Tests used depended on the age of the student and on the type of language problem. Resource teachers used mainly the Bankson Language Screening Test and/or the Boehm Test of Basic Concepts while the language therapists used other clinical tests appropriate for their student.

Frontenac School

Test used:

. Bankson Language Screening Test

Student	Birthdate	Grade	Date of entry in Program	Bankson Sept. '88 %ile rank	Bankson March '89 %ile rank
B.T.	06/08/82	K (full day)	Sept. 88	18	64
G.A.	27/07/83	K	Sept. 88	15	91
L.T.	29/09/82	K (full day)	Sept. 88	26	56
M.J.	27/06/83	K	Sept. 88	unscorable	20
T.J.	08/12/82	K (full day)	Sept. 88	20	(moved)
Y.J.	01/05/83	K	Sept. 88	unscorable	7
L.T.	29/07/81	1	Sept. 88	1	51
Mc.J.	08/08/82	1	Oct. 88	18	98
B.M.	29/12/83	K	March 89	-	26
G.R.	24/10/83	K	Feb. 89	did not score	-
P.D.	15/12/82	K	Feb. 89	did not score	-
D.D.	26/03/83	K	Jan. 89	68	not retested

Test used:

. Structured Photographic Language Test

B.N.	02/10/82	1	Jan. 23	59 (Jan.)	82
L.C.	08/11/81	1	Oct. 24	60 (Oct.)	78
K.A.	04/03/81	2	Sept. 88	76	91

Test used:

. Peabody Picture Vocabulary Test

M.T.	03/04/80	2	Sept. 88	M.A. 4 yrs. 8 mos.	M.A. 5 yrs. 10 mos.

Nine of the sixteen students in the program show considerable growth. One student left the division.

Of the four students who did not score in the pretest, two made minimal gains; two were not retested due to the short period they attended the program.

One student who came into the program in late January was not retested.

Marion School

Test administered:

Structured Photographic Language Test

Student	Birthdate	Grade	Date of entry in Program	Pre-test Sept. '88 %ile rank	Post-test April '89 %ile rank
A.M.	07/08/82	1	Sept. 88	56	98
B.M.	18/04/83	K	Sept. 88	5	60
C.L.	19/04/83	K	Sept. 88	1	7
F.E.	02/03/83	K	Sept. 88	1	9
L.C.	13/05/82	1	Sept. 88	elective mutism - could not test	
M.J.	30/10/82	1	Sept. 88	9	69
M.L.	17/12/81	1	Oct. 88	15 (Oct.)	75
S.N.	05/08/81	1	Sept. 88	1	17

Test administered: Production of Formulated Sentences (Subtest of the CELF) - Measure of syntactic complexity.

	Sept. '88	April '89
C.M. (gr. 3):	Raw Score: 32	Raw Score: 76
% Grammatically incomplete:	33%	0%
Mean Length Utterance:	7.8 words	10.5 words
J.C. (gr. 3)	Raw Score: 24	Raw Score: 61
%Grammatically incomplete:	50%	0%
Mean Length Utterance:	5.8 words	7.0 words

Good progress shown by three grade 1 students and one kindergarten student.

L.C. is being seen by Speech & Hearing Clinician.

S.N. poor progress partly due to illness/absences.

Good growth shown by the grade three students.

Parent Contact/Involvement

For all students in the Language Development Program:

- teachers contacted parents by telephone to explain the identified language delay
- a note was sent home explaining the program (Appendix A)
- parents were given a booklet "Communication Disorders" which gave them suggestions on how to improve communication skills
- parents were invited to the classroom to observe a lesson
- a teacher survey indicates that 12 of the 26 parents with students in the program are doing a home program prescribed by the school.

Total contact with parents to date as reported by program teachers:

	Telephone calls	Note/ Letter	School Visit	
C.M.		1	5	
J.C.	1	1	1	
F.E.	2	1	2	
C.L.	1	1	1	
B.M.	1	1	2	
L.C.	2	1	2	
S.N.	-	1 (no response)	-	
M.L.	3	1	2	
A.M.	2	1	3	
M.J.	1	1	1	
G.A.	1	weekly	2	
B.T.	-	1	3	
L.T.	-	1	2	
P.D.	-	1	1	(new student)
D.D.	-	weekly	1	(new student)
M.J.	5	4	6	
Y.J.	-	4	5	
G.R.	-	2	5	
B.M.			1	(new student)
L.T.	-	4	3	
K.A.	-	1	2	
L.C.	-	1	2	
L.T.	-	1	3	
M.T.	1	1	2	
B.N.	5	1	2	
Mc.J.	5	1	2	

Teacher Observation

A survey conducted with the classroom teachers indicated the following:

- a slight to significant improvement in students' overall language with the majority of students' growth being in the moderate to significant range
- greater participation in group activities by most students
- increased interaction with their peers.

Recommendations

The significant to severe language delay in students identified for the program indicate a need for such a program.

The test results and feedback from the schools indicate that students are benefitting from the Language Development Program. The program should be continued.

The efforts to involve parents in the program are beneficial and should be continued.

April 13, 1989
CB/al

APPENDIX A

ST. BONIFACE SCHOOL DIVISION NO. 4

LANGUAGE DEVELOPMENT PROGRAM

Some of the children entering our schools experience delays in language development. These delays may be of a mild, moderate or a severe nature. For those students who have a **mild** to a **moderate** delay, the schools provide a Language Development Program. Students with **severe** delays are referred to the Speech and Hearing clinicians working in our schools.

The Language Development Program is intended to upgrade the language skills of students in the primary grades in order to better prepare them for formal learning, and particularly for reading.

Students who require this program are identified by means of a kindergarten screening test, Ready Steps, as well as two language check lists. If further assessment is required the resource teacher gives the Bankson Language Screening Test.

The kindergarten and grade one teachers have attended workshops given at the Teacher Centre in order to become more knowledgeable about language development and program intervention. In many cases the classroom teacher can provide the program as part of the curriculum. In a few cases, however, the students will need to work in small groups out of the classroom. Support staff will assist the classroom teachers with these cases.

Students requiring this help get it on a daily basis if possible, and the lesson lasts approximately thirty minutes. Students are terminated from the program at any time following an assessment which indicates that they have acquired appropriate language skills.

I wish to inform you that your child _____ will be participating in the Language Development Program.

If further information is required, do not hesitate to call us.

_____
Teacher

_____
School Principal

CB/al

REQUEST FOR FUNDING

That Manitoba Education continue funding this program for the 1989-90 school year at $13,000.00 ($12,000 for staff and $1,000 for materials) for Marion School.

The Division agrees to match funding for a similar program at Frontenac School.

METRO SCHOOL DIVISIONS

5TH YEAR PROJECTS

PAGE #	DIVISION/SCHOOL	PROJECT	FILE #	REQUEST
2-47	#2 - STEVENSON-BRITTANIA	ELEMENTARY GUIDANCE COUNSELLOR	2-013	$46,087

5TH YEAR

ST. JAMES-ASSINIBOIA SCHOOL DIVISION #2

STEVENSON-BRITTANIA SCHOOL

ELEMENTARY GUIDANCE COUNSELLOR

PR-SD2-013

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. James-Assiniboia #2
SCHOOL: Stevenson-Britannia

ELEMENTARY COUNSELLING PROGRAM

DESCRIPTION OF NEED

The elementary guidance counselling program continues to provide necessary services to the student body at this school. The program has gained a great deal of credibility in the school and in the community. The student population at the school continues to exhibit a high degree of need.

PROGRAM OBJECTIVE

See attachment.

PROJECT DESCRIPTION

The counselling program will continue to have a preventative/developmental focus. There will be an emphasis on parental involvement, and on interpersonal relationships among students.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The school has continued to strengthen the classroom component of the counselling program and the approach to school wide activities. Also, the emphasis on parental involvement has continued to be an area of development.

The evaluation plan for 1989-90 will include the following components:

Students - develop an instrument to assess students' attitude and benefits of the various program components.
Parents - develop an instrument to assess the effects of the guidance program.
Staff - develop an instrument to obtain feedback from staff with regard to the components of the program.
Administration - analyze the evaluative instruments of the students, parents and staff.

ACTUAL COST 88/ 89

ME Contribution		**Division Contribution**	
Materials:	$ 2,760.00	**Materials:**	
Personnel:	$20,400.00	**Personnel:**	

REQUESTED BUDGET 89/ 90

ME Contribution		**Division Contribution**	
Materials:	$ 5,310.00	**Materials:**	
Personnel:	$40,777.00	**Personnel:**	

TOTAL PROJECT COSTS: $46,087.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That a total of $21,539.00 be allocated for this program ($20,389.00 for a 1/2 time position and $1,500.00 for the Problem Solving/Violence Kit, resources to develop themes and for reference material). That an activity report be submitted by April 12, 1990.

OBJECTIVES 1989-90

1. Provide counselling services to students.
   Approximately 65% in preventative/developmental programs.
   35% in crisis/intervention.

2. Assume duties consistent with the position as assigned at the school and divisional levels.

3. Provide activities to further develop self-esteem.

4. Provide opportunities to facilitate positive relationships among students, staff and parents.

5. Provide a "Newcomers" program and s student helper program.

6. Provide grade six students with an effective transitionary program.

7. Co-ordinate seminars for parents to further enhance a positive home environment.

8. Co-ordinate home intervention programs such as S.T.E.P., effective discipline techniques, etc.

9. Develop in-service awareness programs and informational material for students and parents to emphasize guidance programs, goals and services.

10. Determine human resources in the community and utilize their services to benefit the school.

11. Provide assistance to teachers in the integration of appropriate individual and group counselling complimentary to the guidance procedures.

12. Provide additional reference material related to counselling topics.

13. Assist principal to develop instruments for regular monitoring of the guidance services.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. James-Assiniboia #2

SCHOOL: Stevenson-Britannia

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $48,357.00

PROJECT: Elementary Guidance Counselling

FILE NO: PR-SD2-013

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a 1/2 time counsellor at $20,400.00 and professional development for school staff to a maximum of $2,210.00 for one year only and materials to $550.00 for one year only.

This program is included in the Counselling evaluation conducted by Manitoba Education.

RECOMMENDATION: $23,160.00

APPROVED

Stevenson-Britannia School

1777 Silver Avenue
Winnipeg, Manitoba R3J 1B1

RECEIVED
APR 13 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

ELEMENTARY COUNSELLING

PROGRESS REPORT

YEAR IV

STEVENSON-BRITANNIA SCHOOL

ST.JAMES-ASSINIBOIA SCHOOL DIVISION NO.2

APRIL 1989

CONTENTS

1. Name of Project and Profile of Need 1
2. Objectives of the Project 2
3. Outline of Program Changes 4
4. Supplementary Information as Requested.....5
5. Report of Implementation of Recommendations.....7
6. Summary of Activities 7
7. Focus for Next Year 8
8. Submission of Units of Work Developed 9

NAME OF PROJECT AND PROFILE OF NEED

This report contains the elementary counselling program of Stevenson-Britannia School which was initiated in November of 1985, being implemented at that time by Margo Patton. In September of 1986, the half-time position was taken over in its second phase by Arlene Billeck. In 1987-88, Susan Forsyth fulfilled the role of elementary counsellor. David Bertnick was the administrator of Stevenson-Britannia from August 1986-June 1988. Throughout the present teaching year, Susan Forsyth was again the elementary counsellor, and Bill Burdeniuk became the administrator. Susan Forsyth was able to dedicate all of her time towards counselling, as St.James-Assiniboia School Division funded the other half of the position.

Stevenson-Britannia School, located in the lower socioeconomic area of St.James-Assiniboia, exhibits many of the characterictics of an inner city school and therefore requires additional supports to maximize the learning opportunities for its 300 students. A lower staffing divisor has enabled the school to increase its allocation of staff members to help meet the needs of the students. The complex social and emotional needs of many students have resulted in a considerable amount of time being spent in counselling related activities.

Our population as of March 1989 is distributed as follows:

Kdgn-39 Gr.1-39 Gr.2-38 Gr.3-41 Gr.4-44 Gr.5-48 Gr.6-43

Staffing consists of the following personnel:

Principal - 1	Teachers - 19	Resource - 1
Education Assistant - 1		Secretary - 1

An overview of the population is provided through the 1987 Inner City Grant Calculation, Public Schools Finance in Manitoba dated January 1988 and as determined in the preceding school year. Refer to Appendix 1.

Additional statistics provided through the 1981 census data, Zone 531 which reflects 80% of the school population reflect the following:

Unemployment Rate		Inner City (Core)
15-24 male	8.7%	8.9%
25 + male	2.9%	
15-24 female	10.8%	6.5%
25 + female	6.8%	

Incidence of low income	17.3%	40.3%
Average Family Income	$20,805.00	$21,794.00
Education Level (below gr.9)	18.7%	27.2%
Mobility	28%	
Native Students	8%	
English Second Language	18.7%	
Single Parent Families	25%	

OBJECTIVES OF THE PROJECT

The following are the objectives of the elementary counselling program as outlined in the March 1987 report. The accompanying data are accumulated from September 1988 - March 1989.

1. Provide counselling for individuals, groups and whole class

   87 students received individual and/or small group

   135 students in larger group presentations
   eg) Student Helper

   90 classroom presentations

2. Provide crisis-based intervention

   50 students

3. Co-ordinate and implement outreach to parents

   - met on a regular basis with A. Granger, head of the Stevenson-Britannia Resource Centre
   - contact re referrals
   - part of parent group
   - comment section in school newsletters
   - publicize and promote upcoming programs
     - S.T.E.P.
     - Kids and Drugs
     - How to Talk So Kids Will Listen & Listen So Kids Will Talk
   - Presentations to Parents
     - Latchkey Safety
     - Family Life Education
   - met with individual parents re: a variety of concerns throughout the year.
   - more details refer to #3 - changes within programs

4. Collaborate with classroom teacher, resource, E.S.S. and Child and Family Services
   - met with classroom teachers re: referrals
   - met 40 min/cycle with principal, resource
   - met 40 min/cycle with school support team; administration, resource, E.S.S.
   - made necessary contacts with students' Child and Family Services Workers

5. Develop programs that facilitate positive relationships of students with others
   - Student Helper Program for Gr. 5 & 6
   - Introduction of themes eg. Appreciation
   - Visitations to all classes to promote theme and develop appreciation for teachers and each other.
   - Visitations to Grade 4 and 5 in particular several sessions on self-esteem and responsibility
   - Acted as liason for Winnipeg Police Department who visited 4 times re: school rules, peer pressure.

6. Assist staff in using group interaction principles and counselling techniques
   - familiarized and modelled Judith Nairn Whole Class Discussion format.
   - modelled self-esteem techniques in several group presentations
   - consulted with staff in specific cases of child abuse or similar situations.

7. Serve as a resource to staff in the use of materials for class guidance and counselling.
   - updated resource materials listings of audio-visual materials
   - ordered materials for staff use within classroom
     eg) Personal Safety
   - ordered books for staff personal development
     eg) Build Personal Power
   - book for each teacher
     Judith Nairn format

8. Provide an effective orientation for parents and students new to the school.

   - with assistance of school secretary update package of necessary information for students at each grade level (forms, supply lists, timetables, newsletters, community contacts re: Brownies, Cubs, Community Club, Daycare, etc.
   - Newcomers Club ongoing throughout the year for both primary and intermediate groups - several sessions each.
   - presented certificates to all new students during assemblies.

OUTLINE OF PROGRAM CHANGES

The most obvious change to the counselling program here at Stevenson- Britannia is the additional time funded by the St.James-Assiniboia School Division. With it now being a full-time position, many of our previous programs can be further developed. For example, our school theme of "Being the Best We Can Be" has expanded into school-wide themes which are pursued through assemblies, announcements, bulletin board displays, and serves to unite us in direction and school spirit. I have attached some samples from our "Appreciation" theme, the idea of which we borrowed after visiting Ellen Karlinski at Pinkham School. It did a lot to revive enthusiasm during January and February.

A benefit of being here for the second year and continuing in the counselling position is the feeling of being accepted. The community now know who I am, and this year on many occasions, parents have approached me for support more openly, and there have been more phone calls from parents seeking advice or freely offering information about their child. In the fall, I contacted all parents of children I had seen in individual counselling during the 1988-89 school year, just to monitor and see how the summer holidays had gone. Parents were familiar with me and services offered the previous year.

After attending an in-service on self-esteem by Jack Canfield, I did several classroom presentations using his techniques and ideas and also shared ideas during a staff meeting. We purchased some of his materials eg) "100 ways to enhance self-concept in the classroom" to extend the classroom activities, or "Self-Confidence - Your Key to Success" for staff members.

This year I received my Family Life Education Certificate after a four-day in-service, and in the final term this year will be providing sessions on Family Life and Personal Safety for Grades 2, 4, 5, 6 and Kindergarten. At a parent information evening, the community will be offered an explanation of the program.

The outreach component to the community has offered a wide range of programs throughout the year. We offered educational evenings to the parents eg) Latchkey Kids and Streetproofing with the assistance of the Winnipeg Police Department, as well as the numerous programs offered through our Stevenson-Britannia Resource Centre. Parents often attend the various school activities - hot dog days, assemblies. The lunch program which provides hot soup has continued and even extended the number of months during which soup is provided. A before and after school program provides recreational activities for latchkey students. The used clothing depot, food cupboard, and toy lending library have increased their numbers of families serviced.

Renovations to the lunchroom have taken place, with more play area being opened up, new carpeting and furniture.

I ran more groups this year, hoping to do some preventive/developmental work. I was able to have two Newcomer Clubs ongoing most of the year - one for primary students and one for elementary. This proved beneficial, as Grade 1 children have very different concerns than Grade 6. Only in this final term have our migrancy rates stabilized enough to merge into one group.

I was also able to see several (approximately 13) in individual counselling sessions regarding loss, and then had three group sessions.

In the final term, there are 2 other groups being planned to follow the "Think Aloud" program which is directed at Grade 3-6 students who are having difficulties with social skills.

I was able to bring in to the school for our Grade 3 & 4 students, a group called "Kids on the Block" who used large puppets to explain a variety of topics, which require more exposure in any school curriculum. eg) Learning Disabilities
Deaf and Blind
Down's Syndrome

<u>SUPPLEMENTARY INFORMATION AS REQUESTED BY THE ADJUDICATION PANEL</u>

Account # 1-6-6459-xxx(195) Professional Development

I attended two workshops which I found extremely beneficial to my counselling role.

The first was an in-service on Understanding Children's Grief presented by Ben Wolfe, Director of St.Mary's Grief Support Center, Duluth, Minnesota. As we had many children in our school who have experienced the death of a relative, this course was helpful for my guidance of the group.

The second in-service I attended was on Building Self-Esteem in Children and Adolescents presented by Jack Canfield. This in-service provided me with a wealth of information to be shared with staff and students through classroom presentations.

Later this month I will be attending a two-day workshop on Control Theory sponsored by the Manitoba School Counsellors Association.

Other staff members were able to attend the Barbara Colorosa in-service called "Winning at Teaching" where they gained valuable insight into the use of positive teaching techniques. Substitute fees were also covered for these days of absence.

Another teacher, Joy Simpson, who is the resource teacher at Stevenson-Britannia, and I will be attending the national conference for teachers involved in guidance and counselling which is being held in May in Edmonton, Alberta. I have received an advance from the fund to cover expenses, and money to purchase materials for the school.

Account # 1-6-6659-xxx(195) Materials

The following is a list of materials purchased through the available funding.

Counselling Children of Divorce
Get the Study Habit Workbook
How to Handle Problem Behaviours in School
Broken Bottles Broken Dreams
Class Discussion for Teachers and Counsellors in the Elementary School (1 copy for each staff member)
Award Books and Stickers
100 Ways to Enhance Self-Concept in the Classroom
Sibling Rivalry
When Children Invite Child Abuse
Building Self-Esteem
Set of Good Apple Activity Books
(Coping, Communicating, Feelings, Caring, Co-operating, Choosing, Sharing)
Brite Book and Cassette
Audio Tapes: Build Personal Power
Self-Confidence: Your Key to Success

$90 to Edmonton for purchase of materials there

The money provided to our school through the Compensatory Grant has allowed us to purchase many materials which benefit the students of all grades, and enhance our focus of "positive thinking." I have used many of the ideas and worksheets in preparing units of work for presentation within the classroom, either by myself or the classroom teacher. Teachers are also aware of our latest purchases, and frequently request them for further techniques or research.

Those who attended the Barbara Coloroso Workshop shared some of their impressions at a staff meeting.

I also purchased some materials which are for teacher use only.
eg) book - When Children Invite Child Abuse
audio tape - Personal Power by Jack Canfield

Joy Simpson and I work closely within the school as part of the support team, and we felt that by both of us attending the national conference, and a variety of sessions, we would have more information to impart to our staff, with both of us following the same focus.

REPORT OF IMPLEMENTATION OF RECOMMENDATIONS FROM THE 1987-88 REPORT

The counselling program at Stevenson-Britannia has continued to expand as defined by our goals and objectives. With the input of the additional time from the school division, I have found it much easier to "be on top of things". Issues can be dealt with in more immediacy, as the time is available to do so, rather than having to accumulate.

Supervision of the program has been maintained through the facilitation of our support group meetings - both in-school support team (resource, principal, counsellor) and meetings of the extended team, which also includes personnel of E.S.S.

School based program support materials have been purchased with the materials funding. List appears on the following pages.

There was further expansion of the parent outreach programs with most of the goals being attained, or closer to becoming attainable. Please refer to the Short-term and Long-Term Goals for the Stevenson-Britannia Resource Centre. Under the guidance of Aileen Granger, the utmost effort was put into working towards all of these goals. They have purchased many toys through their grant, which are made available to all of the parents and children of Stevenson-Britannia.

SUMMARY OF ACTIVITIES

September - November

- introduction to each class
- Newcomers groups - primary and intermediate
- New student package
- Parent Council meetings
- Student Helper Program
- Community Needs Assessment Survey
- Contact all last year's Counsellors
- Meetings with "loss" group
- Whole Class presentations eg) rumours - school rules
- help with D.I.A.L. testing
- Community Pot Luck Supper
- Visitation to Pinkham School
- In-service on Grief
- Meeting of Elementary Counsellors

December - March

- Community presentation evening re: Latchkey Kids
- Gr. 3 and 4 Kids on the Block
- Theme "Appreciation"
- Newcomers Groups - Primary and Intermediate
- Gr. V and VI groups - behaviour
- in-service re: Family Life Education
  Self-Esteem
- Whole Classroom presentations on: Self-esteem
  Individual topics
- meetings with "loss" group
- work with resource on study skills package
- Meetings of elementary counsellors
- Visitation to Faraday

April - June

- National Conference in Edmonton
- final phase of Student Helper Program
- transition Kindergarten to Grade 1
- buddy system for Grade 6 students
- Family Life presentations for Gr. K, 2, 4, 5 and 6
- Whole Class discussion on variety of topics as requested by teachers
- development of next theme re: self esteem
- community presentation on Family Life Program
- meetings of Elementary Counsellors
- In-service on Control Theory

Each term also includes individual, and small group counselling, as well as many instances of consulting and collaborating with a variety of personnel.

The above outline mentions the most important activities of this year's three terms.

FOCUS FOR NEXT YEAR

One of the areas in which we have concern is the attendance of parents at the educational presentation evenings. Although we survey the community needs in our survey and plan programs at their request, we feel that we need to reach many more of our community members than we are at present.

Our Resource Centre offers a wide variety of programs, and seems to be successful with attendance to their daytime functions, or pot luck suppers in the evenings. However, for school initiated evenings we do not attract many parents, and would like to put much more effort into finding out the why and how. Perhaps the establishment of a phoning committee, or more extensive advertising of the events would be beneficial. As a staff we feel that we must do something about the situation.

Our second major focus for next year will be interpersonal relationships. Students this year were engaging in more fighting and violence towards each other. The discipline policy is under review, and to go hand-in-hand with that, a general school wide program on interpersonal strategies would be most beneficial. It could easily be interwoven into next year's school wide themes as well.

SUBMISSIONS OF UNITS OF WORK DEVELOPED AS FOLLOWS:

METRO SCHOOL DIVISIONS

4TH YEAR PROJECTS

PAGE #	DIVISION/SCHOOL	PROJECT	FILE #	REQUEST
3-64	#2 - JAMESWOOD	ORIENTATION	2-365	$26,500
3-69	#10 - EDMUND PARTRIDGE	LEARNING ASSISTANCE	10-308	$33,000

4TH YEAR

ST. JAMES-ASSINIBOIA SCHOOL DIVISION #2

JAMESWOOD SCHOOL

ORIENTATION PROGRAM

PR-SD2-365

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. James-Assiniboia #2
SCHOOL: Jameswood

ORIENTATION PROGRAM

DESCRIPTION OF NEED

80% of students are children of parents in the Armed Forces. These children migrate on a yearly basis, for approximately 6 months of the year. Women are the sole care giver due to Forces personnel being away on training. The Armed Forces places families with identified Special Needs children at Jameswood School.

PROGRAM OBJECTIVE

The program has three main objectives:

1) The implementation of an inschool program to support the migrant child socially and academically.
2) To establish a community (parent) outreach program.
3) To continue the liaison with the Department of National Defense.

A detailed description of the objectives for 1989-90 is attached.

PROJECT DESCRIPTION

The Jameswood Orientation program has been operating for 2 1/2 years. The program focuses on the assessment of children new to the school, follow-up classroom academic support, community outreach and liaison with the Armed Forces. The program also included classroom support for the social and emotional support of children. The program focus will continue with student assessment, academic support to children, building on the community outreach activities that were started, and continuing with the liaison with DND and other community agencies.

RESUBMISSION
PROJECTS REQUESTING 4th YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

A progress/activity report has been prepared. An evaluation focus for the school term 1989-90 will be the informational packages.

ACTUAL COST 88/89

ME Contribution
Materials: $ 1,000.00

Personnel: $19,000.00

Division Contribution
Materials:

Personnel: .25 Counsellor
1/2 day psychology
1/5 teacher time for Resource
.82 teacher time
1 educational assistant

REQUESTED BUDGET 89/90

ME Contribution
Materials: $ 3,500.00

Personnel: $23,000.00

Division Contribution
Materials:

Personnel: .25 Counsellor
1/2 day psychology
1/5 teacher time for Resource
.82 teacher time
1 Educational Assistant

TOTAL PROJECT COSTS: $26,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund 1/2 time teacher position for $23,000.00, professional development and materials to a total of $2,000.00 for a total allocation of $25,000.00.
That an activity report be submitted by April 12, 1990 outlining the program activities for 1989-90.

IN SUMMARY, the objectives for the 1989-90 Orientation Program will be as follows:

1. To orientate parents and students to a non-military school system and to demonstrate and encourage the positive roles they can play in the educational process.

2. To make available to incoming families informational and welcoming materials either prior to or upon their arrival to Winnipeg.

3. To continue the orientation process of new students to the school and to facilitate proper placement of students.

4. To maintain and expand communication between Jameswood School and other school systems from which our population draws.

5. To enhance the network system of information about the new community to its new population.

6. To continue liaison with Department of Health and Military in order that the ultimate goal of establishing a Women's Health and Resource Clinic can be realized.

7. To continue to offer parent programs throughout the school year.

8. To facilitate parental involvement in a new Home Reading Program planned for the fall of 1989.

9. To assist in the co-ordination of services provided for special needs children by agencies such as ESS, Child and Family Services and Base Social Work.

10. To continue to provide additional preventative counselling sessions for all classrooms.

11. To maintain and expand the military liaison aspect of the program.

12. To provide continued Professional Development training for staff members through conferences, inservices, or visitations related to orientation and counselling goals.

13. To co-ordinate the summer and fall program with Women's Friendship Executive.

14. To make available the services of the Orientation Teacher as soon as school opens in August.

15. To facilitate orientation themes for use in September and October.

16. To reinstate the NEWCOMERS CLUBS as a continued preventative counselling technique each time an influx of student population occurs.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. James-Assiniboia

SCHOOL: Jameswood

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $24,035.00

PROJECT: Migrancy Program

FILE NO: PR-SD2-365

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a half time teacher to a maximum of $21,101.00, professional development for school staff to a maximum of $1,411.00 and materials to a maximum of $1,000.00 for a total of $23,512.00.

That a progress report be submitted by April 15, 1989.

RECOMMENDATION: $23,512.00

APPROVED

4TH YEAR

SEVEN OAKS SCHOOL DIVISION #10

EDMUND PARTRIDGE SCHOOL

LEARNING ASSISTANCE PROGRAM

PR-SD10-308

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Seven Oaks #10
SCHOOL: Edmund Partridge

EDMUND PARTRIDGE LEARNING ASSISTANCE PROGRAM

DESCRIPTION OF NEED

Edmund Partridge Junior High School's catchment area is comprised of four elementary feeder schools whose population spans middle to lower socio-economic groups. The community is diverse in its ethnicity and language. Student population 325; 15% single parent families; 17% functioning 2 or more years below grade level, 25% repeated one or more grades, 6% C.G.C. involvement.

PROGRAM OBJECTIVE

1) To provide supports to students individually and in small groups to better insure academic success.
2) To develop and implement effective instructional strategies for referred students.
3) To help classroom teachers through consultation, individualized programming and follow-up.
4) To assist and encourage parents to work in conjunction with the school team so that positive changes in learning and behaviours are reinforced both at school and at home.
5) To provide P.D. for teachers to support the goal of mainstreaming.

PROJECT DESCRIPTION

The Learning Assistance Program is an extended resource program. The resource teacher and cooperating teachers will continue to provide in-classroom academic help to students. The program is also staffed with a half time aide who works under the supervision of the resource teacher. The intent of the program is to integrate identified students into regular classes and provide subsequent direct assistance.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

See attached progress report.

ACTUAL COST 88 / 89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:		**Personnel:**	

REQUESTED BUDGET 89 / 90

ME Contribution		**Division Contribution**	
P.D.:	$ 7,000.00	**Materials:**	
Personnel:	$26,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $33,000.00

COMMENTS/CONTINGENCIES

This project has been funded since 1986. The program has been effective in meeting the needs of both regular and special needs students within the classroom setting.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $33,000.00 to cover costs of salary for 2/3 teacher position at $26,000.00 and P.D. at $7,000.00. That a progress report be submitted by April 15, 1990 which includes a summary of activities which have been carried out to achieve program objectives and outlining any program changes that occur during the year.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: Seven Oaks #10

SCHOOL: Edmund Partridge

RENEWAL: 3rd Yr.

NEW:

PILOT:

REQUEST: $35,000.00

PROJECT: Learning Assistance Program

FILE NO: PR-SD10-308

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $35,000.00 to cover salary costs for a 2/3 teacher position at $26,000.00 and professional development at $9,000.00. Further, that this funding be contingent on the Division submitting a professional development plan by October 1, 1988 for inservicing teachers re: mainstreaming. That the Division submit a progress report that responds to recommendations contained in the Year 2 evaluation. The report should also include an action plan outlining program directions, a summary of activities, and an outline of any program changes that occurred during the year. The progress report is to be submitted on April 15, 1989.

RECOMMENDATION: $35,000.00

APPROVED

EDMUND PARTRIDGE LEARNING ASSISTANCE PROGRAM

ACTIVITY REPORT 1988-89

The Edmund Partridge Learning Assistance Program continued to function as it has with strong emphasis on the elements of observation, assessment, diagnostic teaching and planning for students in the program. The resource teacher met with each academic teacher once per 6 day cycle and discussed the students in his or her class, planned program modifications and planned how best to use the services of the co-operating teacher. The resource teacher met once per cycle with each co-operating teacher regarding the students they were assisting. Administration, counsellors and resource teachers met once per cycle to discuss students at risk and maintained regular contact with child guidance personnel regarding student concerns and progress.

PROFESSIONAL DEVELOPMENT SUMMARY

GOAL

The goal of the professional development plan for Edmund Partridge Junior High School for 1988-89 is to foster the development of skills among teachers to assist with mainstreaming students. For effective mainstreaming of students, teachers must have an understanding and appreciation of the philosophy and goals of mainstreaming, as well as an array of specific strategies for teaching students with exceptional needs within the regular classroom setting.

GIMLI INSERVICE OCTOBER 1988

In keeping with the above stated goals, Edmund Partridge staff undertook a two day workshop where the benefits and challenges of mainstreaming were examined followed by a concentrated session on program modification in various subject areas. Sessions on learning styles, evaluation and reporting especially related to program modification formed the focus of the second half of the inservice. Team building was also a continuous theme throughout the entire two day period.

MATHEMATICAL CONCRETE MATERIAL INSERVICE JANUARY 1989

Every teacher involved in the teaching of mathematics was released to attend a workshop on the use of concrete visual materials in the teaching of mathematical concepts. This has been particularly helpful in the area of program modification for weaker students.

COOPERATIVE LEARNING - TWO DAY CONFERENCE APRIL 1989

One of our teachers who will ultimately help inservice staff on aspect of cooperative learning has attended this two day conference.

TEAM BUILDING INSERVICE APRIL 1989

Recently the entire staff participated in an inservice that concentrated on team building with special emphasis on plan development for students at risk.

EFFECTS OF VISUAL IMPAIRMENT ON DEVELOPMENT INSERVICE. MAY 1989.

Two staff members will be attending this two day inservice which will assist teachers in integrating visually impaired students into our school setting.

RECOMMENDATIONS

The main thrust of the Edmund Partridge Learning Assistance Program should continue as before with the main emphasis on in class resource. However, it has been noted that despite significant resource help some students continue to have considerable difficulty, and operate well below grade level, largely due to inability to function in a large group setting.

For this small number of students it would be necessary to place them in a small group setting for a set period of time (4 to 6 weeks) to improve their skills and gain a greater degree of confidence. This temporary placement would be reviewed at the end of the time period with view to integrating the student back into regular classes as soon as possible.

THE EDMUND PARTRIDGE LEARNING ASSISTANCE PROGRAM

RENEWAL REQUEST

APRIL 14, 1989

Submitted by: K. Humeny
Principal

THE EDMUND PARTRIDGE LEARNING ASSISTANCE PROGRAM

SCHOOL DESCRIPTION

Edmund Partridge Junior High is located on North Main Street in West Kildonan and has a student population of approximately 360. The school offers courses at the grade 7, 8 & 9 levels and also has two developmental education classes. Students come from middle to lower socio-economic background with a larger than average number of one-parent families.

Partly because of its location on Main Street, Edmund Partridge school has many of the characteristics of an inner city school. Many students are not motivated with respect to school work and suffer from a variety of psychological and emotional problems. The school has attempted to provide supports in terms of counseling for students and resource programs that foster success.

RATIONALE

The Edmund Partridge Learning Assistance program has been in operation since September 1987, and is an expansion and refinement of the resource program initially introduced in 1986. Indications suggest that it is an effective program that meets the needs of both regular and special needs students within the classroom setting. The rationale for the Edmund Partridge school based learning assistance program is derived from the knowledge that despite the school's best efforts some students do not respond positively to the usual supports and interventions available. They may be experiencing academic problems sufficiently severe to require more intensive input than can be provided by the classroom teacher and the generally limited time available from the resource teacher. It is also not unusual for learning difficulties to be complicated by emotional, social or behavioral problems. In order for the student to break his/her non-productive learning and behavior patterns it is necessary to break the failure pattern by establishing an appropriately modified program (or modified teacher expectations) coupled with individual assistance to ensure a success experience.

GOALS

The goals of the proposed Edmund Partridge Learning Assistance Program are multidimensional in nature. The concept of a school based learning centre provides unique opportunities for successful student services not available in any other setting. The goals of the Edmund Partridge Learning Assistance Program are:

1. To provide any individual assessments necessary prior to developing individual educational plans for the students.

2. To develop and implement effective instructional strategies for each individual student based in part on resource team assessment information.

3. To determine and define which educational techniques and materials will best serve the needs of students and assist teachers with implementing them.

4. To determine the nature of the learning environment best suited to the students needs and assist teachers with providing students with such an environment.

5. To develop specific, practical educational plans for implementation with the student.

6. To help classroom teachers better understand the special needs students in their classes through consultation, individualized programming and follow-up.

7. To work closely with the school team (classroom teachers, counsellors and administration) so that appropriate teaching, learning and behavioral strategies are in place in all classes.

8. To work closely with parents and help them comprehend the nature of the student's problem and the change strategies which are being implemented. To assist and encourage parents to work in conjunction with the school team so that positive changes in learning and other behaviors are reinforced both at school and at home.

9. To teach students to work independently. This is probably the most important goal. Without this skill students will not succeed in the classroom setting.

10. To help students experience academic success. It is essential that students with a failure identity have academic success experiences in school. This provides the motiviation to work toward more success.

LEARNING ASSISTANCE PROGRAM PERSONNEL

1. Resource Teacher - The Learning Assistance Program is staffed with one highly qualified resource teacher with experience both at the elementary and junior high school levels, and strong human relations skills. Since a large nmumber of students with learning problems have behavioral and other personal problems, it is not unusual for the resource team to provide counselling and advice of a non-academic nature. The resource teacher's human relations skills are also essential during the considerable portion of time spent in consultation with other staff members and parents.

The resource teacher's duties fall into 3 main categories:

a) providing direct resource assistance to students

b) consulting with classroom teachers and co-operating teachers student needs,program modification etc. She also meets regularly with members of the resource, counselling and administration team.

c) co-ordinating the schedules of the co-operating teachers and those of students in need of assistance. She also schedules parent meetings, student-teacher meetings, etc.

2. Teacher Aide - The Learning Assistance Program is to be staffed with a half time, experienced teacher aide. This is an individual who enjoys teenagers, relates well to them and is able to set firm, consistent guidelines for students. The teacher aide works under the supervision of the resource teacher.

STUDENT SELECTION

The Learning Assistance Program is an extended resource program and referrals are made to the resource teacher and administration. Priority is given to those of average intelligence who exhibit a significant gap between potential and actual academic achievement but have not benefited from previous resource or other special program placement, as well as to students whose testing has determined them to be academically delayed (more than 2 years below grade level) and/or demonstrate behavioral difficulty.

STUDENT PROGRAMS

Students will participate in the Learning Assistance Program in the subject areas required and for the necessary time block period. At the outset the student may need to be removed entirely from the classroom in order to break negative learning and behavioral patterns. Following this the student will be reintegrated into the regular classes, subject by subject. Once the student re-enters his/her major subject classes, the Learning Assistance Program teachers will assist the student in the class. The intent of the Learning Assistance Program is to integrate identified students into regular classes and provide subsequent direct assistance.

PROFESSIONAL DEVELOPMENT PLAN 1989-90

The Professional Development plan for Edmund Partridge during the 1989-90 year will continue to be directed toward the goals and philosophy of mainstreaming. Several activities are being considered for the current and up coming school terms.

- A Spring Inservice which in part will deal with school learning climate and team building. This will attempt to build and expand upon strategies introduced at the two day fall workshop.

- Mini Workshops throughout the school year. Topics to be considered are:
  - Developmental Approach to Learning
  - Strategies for Mainstreaming
  - Team Building
  - Language Use Across the Curriculum
  - The New Language Art Curriculum

- A two day Fall Retreat with Cooperatiave Learning Strategies being the primary focus, and continued emphasis on team building.

- On going visitations by groups or individuals to other classrooms which exemplify mainstreaming philosophy.

- Development of a Professional Library with books and journals that make information on related topics available to all staff members.

LEARNING ASSISTANCE PROGRAM BUDGET

It is requested that funding for the Learning Assistance Program be reviewed to cover:

1.	The salary of a 2/3 teaching position at	$26,000.00
2.	Fund Continuing Professional Development Activities at	7,000.00
	Total	$33,000.00

METRO SCHOOL DIVISIONS

2ND YEAR PROJECTS

PAGE #	DIVISION/SCHOOL	PROJECT	FILE #	REQUEST
4-82	#4 - FRONTENAC	ELEMENTARY COUNSELLING	4-462	$23,800
4-93	#9 - BERTRUN E. GLAVIN	MARGINAL STUDENTS	9-433	$29,000
4-103	#5 - DIVISION WIDE	SCHOOL DROP-OUT	5-469	$97,230
4-107	#4 - METRO SCHOOL DIVISIONS	EVALUATION OFFICER POSITION	4-471	$30,640
4-113	#4 - FRONTENAC	COLLABORATIVE TEACHER	4-461	$48,800
4-125	#9 - SALISBURY & SHERWOOD	ELEMENTARY COUNSELLOR	9-458 9-459	$25,500 $25,500

2ND YEAR

ST. BONIFACE SCHOOL DIVISION #4

FRONTENAC SCHOOL

ELEMENTARY COUNSELLING PROGRAM

PR-SD4-462

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface #4
SCHOOL: Frontenac School

ELEMENTARY COUNSELLING PROGRAM

DESCRIPTION OF NEED

The elementary counselling program was implemented to add to the existing half-time counselling program at Frontenac due to the demand for both preventative programming and intervention requirements. A profile of Frontenac School is attached.

PROGRAM OBJECTIVE

1. To provide classroom program support and consultation support to teachers with students having exceptional difficulties.
2. To provide assistance to the school in implementing programs dealing with Child Abuse and Family Life Program.
3. To provide contact with parents and undertake home visits to coordinate preventative measures undertaken at the school level.
4. To assist the school in developing programs focussing on special needs students in the school.
5. To develop strategies and consultation to facilitate transition encountered by native students as they arrive at the school.
6. To coordinate consultation with the appropriate native agencies, the Child Guidance Clinic and community agencies.
7. To develop strategies encouraging children to cope with social difficulties.

PROJECT DESCRIPTION

1. The Elementary Counselling Program was implemented to meet the needs of students from years K to 6. The program works in conjunction with the Collaborative Teacher Model. Based on the population that has become ever changing in nature, the counselling program is intended to help to assist the school and teachers to deal with social programs, issues of social growth and development, and problems pertaining to transition from a different environment.
2. The counselling program is shared by two counsellors. Assignments relate to students at levels 1-3 and levels 4-6. The program has been established to focus on preventative approaches to counselling and issues pertaining to individual and crisis counselling.
3. The preventative nature of the program focussed extensively on C.A.R.E., a child abuse prevention program, and the Family Life Program. Classroom presentations were developed on the basis of specific student needs at the various levels.
4. The Elementary Counselling Program is in place to support students at the K to 6 levels who are encountering special problems, and students from homes providing little parental support in dealing with social acceptance, child abuse, and drug and alcohol.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

The program has been implemented taking into account all of the goals and objectives. A needs assessment was completed ; role descriptions and responsibilities for the counsellor, principal, teacher were developed and the St. Boniface Division has established the groundwork for examining a long term approach to elementary counselling.

YEAR II EVALUATION PLANS

Evaluation Plan is attached.

ACTUAL COST 88/89

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:		**Personnel:**	$23,000.00

REQUESTED BUDGET 89/90

ME Contribution		Division Contribution	
Materials:	$ 800.00	**Materials:**	
Personnel:	$23,000.00	**Personnel:**	$23,000.00

TOTAL PROJECT COSTS: $46,800.00

COMMENTS/CONTINGENCIES

As a result of the needs assessment, Objectives A - to provide classroom program support and consultation support to teachers having exceptional difficulties, Objective E - to develop strategies and consultation to facilitate transition encountered by Native students as they arrive at the school, and Objective B-to develop strategies encouraging children to cope with social difficulties will be a focus for the 89-90 school term.

STAFF RECOMMENDATIONS

That Manitoba Education fund the Elementary Counselling Program at Frontenac School for the school term 1989 - 90 for a total of $23,800.00 (teacher position $23,000.00, materials $800.00) and that the evaluation plan be implemented. That a Year 2 evaluation be submitted by April 12, 1990.

PART IV ELEMENTARY COUNSELLOR PROGRAM

FRONTENAC SCHOOL

EVALUATION DESIGN 1989-90

INTRODUCTION

The fundamental purpose of the **ELEMENTARY COUNSELLOR PROGRAM** at Frontenac School is to meet the identified social, emotional and cognitive needs of students from years K-6, especially those students who have transferred from other schools and find themselves in a new school and a new environment. The program will assist the school and teachers to deal with social problems, issues of social growth and development and problems pertaining to transition for students from a different environment. In conjunction with the **COLLABORATIVE TEACHER PROGRAM**, the **ELEMENTARY COUNSELLOR PROGRAM** would facilitate preventative support in the areas of counselling and academic programming.

PURPOSE OF THE EVALUATION

The evaluation of the **ELEMENTARY COUNSELLING PROGRAM** is intended to assess the extent to which the specified program objectives have been achieved. The program objectives are:

1. To provide classroom program support and consultation support to teachers with students having exceptional difficulties.

2. To provide assistance to the school in implementing programs dealing with Child Abuse and Family Life programs.

3. To provide contact with parents and undertake home visits to coordinate preventive measures undertaken at the school level.

4. To assist the school in developing programs focusing on special needs in the school.

5. To develop strategies and consultation to facilitate transition encountered by Native students as they arrive at the school.

6. To coordinate consultation with the appropriate Native agencies, the Child Guidance Clinic and community agencies.

7. To develop strategies encouraging children to cope with social difficulties.

The evaluation process will address the effectiveness of program delivery with regard to a number of key areas. They include: impact of the **ELEMENTARY COUNSELLING PROGRAM** on the school, perceived positive and negative outcomes that students receive from the program, the extent to which the counsellor's role and (assigned) resources have been adequate and appropriate to achieve stated program objectives, the identification of factors that facilitate and/or hinder program delivery, and the identification of any improvements that can be made to the program.

The evaluation will be conducted by the program staff with consultation, where necessary, from the Program Evaluation Officer at Inner City Initiative. It will begin in October 1989 and terminate in late March of 1990.

PRELIMINARY EVALUATION DESIGN

The evaluation process will involve the elementary school counsellor at Frontenac, teaching staff, selected students who have used the school's counselling services and parents who have

had direct contact with the program, as well as the various community agencies which have had contact with the program. It will make use of a variety of data collection instruments to assess whether program goals have been achieved.

The elementary counsellor will be asked to keep a detailed log of his/her activities at two points in time during the school year. The counsellors will be asked to keep the log for a period of two weeks. The aim of the log is to identify the activities carried out by the counsellor, document the amount of time spent on these activities and establish whether the activities carried out, along with the time spent on them, correspond to the objectives of the program.

In addition, the elementary counsellor will be asked to complete a self-administered questionnaire in the first week of March 1990. The purpose of the questionnaire is to obtain information about methods of service delivery, the activities the counsellor carried out and how much time he/she spent on those activities, any activities the counsellor does not carry out but would like to if the time and resources existed, factors that facilitate or hinder program delivery, perceived benefits of the program, the communication processes established with school staff, students, parents and representatives of community agencies. He/she will also be asked to comment on perceived strengths and weaknesses of the program and suggestions for improvement, and any changes that have occurred in the delivery of the program and whether the resources that have been provided

to the program are perceived as adequate and appropriate to achieve the desired effects.

School staff, that is, the teachers and the principal at Frontenac will receive a survey during the first week of March 1990. The teachers will be asked to complete the survey within a two week period of time. All responses will be anonymous and treated in confidence by an independent evaluator. The aim of the survey is to identify the staff's perceived need for the program, their awareness of and satisfaction with the objectives of the program, general attitudes toward the program, satisfaction with the quality of the program, perceived effects of the program on the students, satisfaction with the communication processes, awareness of and satisfaction with the referral process, perceived strengths/weaknesses, advantages/disadvantages of the program, suggestions/recommendations for program improvement; perceived effects of the program on academic learning, and. teachers' opinions as to whether the resources placed within the program are adequate and appropriate to achieve the program's goals and objectives.

A random sample of parents from the school who have had direct contact with the program will be surveyed in order to obtain their perceptions about the program. In the first week of March, 1990, surveys will be mailed to the parents who will be asked to complete them within a two week period of time. The aim of the survey is to obtain parents' perceptions of the need for

the program, understanding the goals of the program, general attitudes toward the program, satisfaction with the communication process between themselves and the school, and their perceptions of the effects of the program on their child(ren).

Representatives of the various Native agencies, the Child Guidance Clinic and community agencies who have had direct contact with the program will be surveyed in the last week of February, 1990. Surveys will be mailed to the appropriate agencies where the respondents will be asked to complete them within a period of two weeks. The aim of the survey is to obtain the representatives' awareness of the goals and objectives of the program, (general attitudes) toward the program, satisfaction with the communication process, awareness of and satisfaction with the referral process, perceived strengths and weaknesses of the program, identification of problem areas and concerns, perceived effects of the program on students, suggestions/recommendations for program improvement; perceived quality of the program.

The specific content of the surveys has yet to be determined at this time. Information collected through the evaluation will help to identify effective methodologies, strategies and approaches for counselling services and programming. The evaluation will also provide information for future program development.

RECOMMENDATION

ELEMENTARY COUNSELLING PROGRAM 1989-90

The Elementary Counselling Program has enabled the school to meet the needs of students with special needs. In order to continue developing those same objectives at Frontenac SChool, St. Boniface School Division Nº 4 requests continued funding for the Elementary Program.

Elementary Counsellor (.50)	$23,000
Materials	800
Total	$23,800

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. Boniface #4

SCHOOL: Frontenac

RENEWAL:

NEW: X

PILOT:

REQUEST: $20,325.00

PROJECT: Elementary Counselling

FILE NO: PR-SD4-462

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That a half time counsellor be funded by Manitoba Education to a total cost of $20,325.00 for the 1988-89 school term with an interim report to be submitted to Manitoba Education by April 15, 1989.

RECOMMENDATION: $20,325.00

APPROVED

2ND YEAR

RIVER EAST SCHOOL DIVISION #9

BERTRUN E. GLAVIN SCHOOL

MARGINAL STUDENTS PROGRAM

PR-SD9-433

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East #9
SCHOOL: Bertrun E. Glavin

MARGINAL STUDENTS PROGRAM

DESCRIPTION OF NEED

Family Income Level - $24,000.00
Single Parents - 10%
Incidence of Low Income - 33%
Grade 9 or Less Education - 15%
Thirty to thirty-five K-3 students have been identified as at risk. The target population exhibits a lack of motivation as demonstrated by behaviour problems, a lack of performance and poor on task behaviour.

PROGRAM OBJECTIVE

To improve the academic performance of children who have ability but are unmotivated and to develop a preventative and developmental model that will address the academic performance of students.

PROJECT DESCRIPTION

A .5 Special Education teacher to work cooperatively with teachers of marginal students (80%) and the remainder (20%) of the time directly with students.

Role description includes: co-ordinating planning meetings, developing I.E.P.'s co-operatively, monitoring/evaluating progress recording, modifying program, staff development plans, follow-up plans with children.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

See attached letter.

YEAR II EVALUATION PLANS

See attached plan.

ACTUAL COST 1988/89

ME Contribution

Materials: $ 1,000.00
Personnel: $27,660.00

Division Contribution

Materials:
Personnel:

REQUESTED BUDGET 1989/90

ME Contribution

Materials: $ 1,000.00
Personnel: $27,660.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $28,660.00

COMMENTS/CONTINGENCIES

1. Since hiring the new teacher, the team has had regular meetings and attended a 2 day workshop in Grand Forks. As a result, the team has revised their approach as outlined on P. 2 & 3 of the attached letter. The focus will be on reading and on task behaviour.
2. Staff will develop skills in the areas of collaborative teaching and co-operative learning.
3. The school has introduced a reading club to involve parents in the program.
4. The Division hopes to support this program in September, 1990.

STAFF RECOMMENDATIONS

That Manitoba Education fund the Marginal Students Program to a maximum of $28,660.00 ($1,000.00 for materials, $27,660.00 for salary). That a final evaluation be submitted by April 15, 1990 and include a formal survey of program staff and feedback from parents regarding the home reading program.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: River East

SCHOOL: Bertrun E. Glavin

RENEWAL:

NEW: X

PILOT:

REQUEST: $28,660.00

PROJECT: Students at Risk Program

FILE NO: PR-SD9-433

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a half time special education teacher for September 1988 to June 1989 to a total amount of $28,660.00 and materials to a total of $1,000.00 for the school term 1988-1989.

NOTE: This project was approved by the Minister of Education in November 1987 for implementation to begin in September 1988.

RECOMMENDATION: $28,660.00

APPROVED

BERTRUN E. GLAVIN
ELEMENTARY SCHOOL

166 Antrim Road
Winnipeg, Manitoba
R2K 3L2
Telephone 669-1277

Principal - Mr. J.L. Peachell, B.A., B.Ed., M.Ed.
Vice-Principal - Mrs. A. Hammond, B.Ed.

April 13, 1989

Ms. Erica Kreis
Program Consultant
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

RECEIVED
APR 14 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

Dear Erica:

Further to our discussion in my office I am re-submitting our marginal students program for funding for the 1989-90 school year.

Please note that I have attached copies of our previous applications for funding which resulted in an acceptance of our program effective September 1988.

Our general population, as indicated in the enclosed data and demographic study, has not changed over the past year other than the numbers of students with serious concerns and/or needs have increased. Research indicates that this does tend to remain constant over a period of time.

Our program objectives remain the same in that our target population is students from K-3 who have potential but are currently "falling through the cracks" and are potential drop-outs in the system. Most of these students are exhibiting behaviour problems, a lack of performance and poor on task behaviour under the umbrella of a clear lack of motivation. Although the children we identified from the demographic study fit into six or more of the variables, we decided to focus on academic performance as an area where we felt we could have a better chance of success. Given that we have a competent staff, a child-centred philosophy, an ESL teacher, special education and resource teachers and school counsellor we would continue to support their personal, social and emotional needs. The funding we received for the past year

allowed us to hire a half-time teacher to co-ordinate a program for marginal children at the Kindergarten to Grade Three level. It also provided some monies to spend on materials to motivate these children through reading.

Our thrust was to provide these children with activities which would increase their motivation to read, increase their on task behaviour and in general help them to reach their potential.

Over the past six months the teacher hired tried to follow the above program. Unfortunately this person was not a fit in our system. Her communication skills and interpersonal skills were not adequate enough to enable her to work effectively as part of a team approach with about fifteen adults. It became obvious to me that she must be replaced because this lack of skills could seriouly hamper the program that was being delivered to the children. She resigned for personal reasons as of February 28, 1989. As per contract we were not able to hire a new person until April 3, 1989 after the spring break. In this period, the program that was in place was carried on by the teachers.

We were fortunate to hire Barb Pateman, an experienced elementary teacher currently working as a student teacher faculty advisor who held a term contract at our school last year. Not only was she very competent but she already had developed a very positive relationship with staff. As a result of the change in personnel, what we had learned the past six months and a recent two day workshop visiting schools in Grand Forks to see what they were doing with marginal students, we revised our approach. This approach features the following:

- stabilize the program with a consistent approach through a pull-out where the students are worked with every day
- focus of this program would be to motivate through reading and improve on task behaviour
- the marginal teacher would work closely with the regular teachers to maximize the carry-over into the classrooms
- set out reasonable expectations for the marginal teacher to include pull-out activities (motivation, on task behaviour, reading) working with the teacher in the classroom and observation in the classroom
- a reading club was introduced to involve parents in our program and to encourage them to read to their children
- a review of materials had been done by the regular teachers. The marginal teacher was given money to buy materials which would enrich the program and correlate it with the regular program

- a supper meeting was held twice to co-ordinate the objectives of the program, look at reasonable role expectations for the marginal teacher and solve organizational issues such as space, meeting time and evaluation.

Our focus for the next year is the following:

- to remain with the children at the lower primary (K 3)
- develop the home reading program
- increase involvement with the home
- develop an integrated approach into the classroom
- meet constantly to evaluate the progress of these marginal students
- continue to meet together to become more effective in developing meaningful programs

Over the past two years the staff has met to determine what we thought was an appropriate approach to helping marginal students and prepare our proposal for funding. Once funding was approved we have met regularly to work out the specifics of the program and the role and expectations of the marginal teacher.

Recently we have met to adjust the program given what we learned over the past six months and the fact that we had to add a new marginal teacher. As a staff we are looking forward to an ongoing assessment and evaluation of the program. We expect to grow and develop along with the program. We will be exploring areas and building skills in areas like collaborative teaching and co-operative learning. As a staff we already have in place a shared decision-making model based on a teaming concept and movement of teachers with their children for two year periods.

In closing I would like to stress that we are committed to this program. It is our sincere hope that we will continue to receive funding which will allow us to develop the program that we have started.

River East School Division under the direction of Dr. Otto Toews has a solid record of following through with funding and support for marginal programs once this support has been discontinued from the Inner City Initiative. Although River East School Division fully supports our program they are not in a position to fund and support our program in September 1989. As a result we are dependent on receiving a funding from you until that time. It will be recommended that the River East School Division support this program as of September 1990.

On behalf of our staff I thank you in advance for your favorable consideration to our re-submission for funding a half-time marginal teacher with money for materials in the upcoming year.

Sincerely

Larry Peachell, Principal

LP/vb

BERTRUN E. GLAVIN ELEMENTARY SCHOOL

166 Antrim Road
Winnipeg, Manitoba
R2K 3L2
Telephone 669-1277

Principal - Mr. J.L. Peachell, B.A., B.Ed., M.Ed.
Vice-Principal - Mrs. A. Hammond, B.Ed.

April 26, 1988

The following evaluations will be conducted at Bertrun E. Glavin School during the first and second year of our Compensatory Education project:

1. A record will be kept of each student's academic performance at school by the classroom teacher. T_1 - T_2

2. A record will be kept on all referrals to guidance, resource and all other support services as they apply to the actual students involved.

3. All participating teachers will meet at regular intervals to share progress reports of students involved. These sharing sessions will be recorded in the minutes of each meeting.

4. All participating teachers will meet frequently for planning sessions. These sessions will vary from lunchroom to half-day planning meetings.

5. Professional development workshops will be planned in response to emerging needs as they relate to the development and implementation of the program.

6. The attendance of students will be monitored.

7. The movement of these at risk students in and out of the program and/or school will be monitored.

8. The principal will monitor the teachers perceptions concerning the effectiveness of the program offered for the at risk students.

9. A written summary report of the implementation of the program will be provided at the end of each of the first and second years of the program.

Sincerely

Mr. Larry Peachell, Principal

LP/vb

2ND YEAR

FORT GARRY SCHOOL DIVISION #5

DIVISION WIDE

SCHOOL DROP-OUT PROGRAM

PR-SD5-469

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Ft. Garry #5
SCHOOL: Division Wide

SCHOOL DROPOUT PROGRAM

DESCRIPTION OF NEED

The Fort Garry School Division is targetting this alternative program at 18% of their school population who would be considered school dropouts. This request includes an addition to the original program, whereby students would be provided with personal development skills that would enhance their overall achievement in the employment training program. The new program would also target high school graduates.

PROGRAM OBJECTIVE

1. Provide an alternative for students who have serious difficulties with the present system.
2. Provide recognized training with the skill requirements applicable to the service trades.
3. Provide coping and survival skills for everyday living.
4. Give the special needs and disadvantaged youth a fair and competitive chance in the labour market.
5. Enable a student to leave our public schools with a pride in possessing a marketable skills experience and confidence.
6. Develop a provincial standard list of skills recognized by industry.
7. Develop a cooperative working relationship between educators, employers and labour.
8. Provide opportunities to re-enter the academic stream.

PROJECT DESCRIPTION

The program plans to have a classroom setting outside the regular school setting. An instructor will teach basic life survival skills and job-coping skills in this group setting. When a student is "work-ready" he/she will be placed in a monitored work-station with an employer who is committed to training. Guidelines will be set as to the minimum skill requirements necessary to deem the student employable and certifiable. We recommend a provincial body such as the Department of Education or the Manitoba Association of Cooperative Career Work Education (M.A.C.C.W.E.) to set their standards through sub-committees comprised of experts in the discipline.

The proposal for 1989-90 adds two positions - a project manager and an academic teacher. The program with the addition of these two positions will ensure strong work placements and the opportunity for students to qualify for grade equivalence placements through upgrading.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

1. The program has identified the need for a Project Manager.
2. The waiting period due to the intake periods, monthly or continous intake is being considered.

YEAR II EVALUATION PLANS

To be developed and submitted by October 1, 1989.

ACTUAL COST 1988/89

ME Contribution		Division Contribution	
Materials:	$ 2,230.00	**Materials:**	
Personnel:	$45,000.00	**Personnel:**	

REQUESTED BUDGET 1989/90

ME Contribution		Division Contribution	
Materials:	$ 2,230.00	**Materials:**	
Personnel:	$95,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $97,230.00

COMMENTS/CONTINGENCIES

1. With the expanded program the program is looking to serve junior as well as senior high students.
2. The initial program was set up to serve 30 students, the expanded program would be targetting a much larger number.
3. The program is still considered to be a pilot.
4. The Division identified this as a school division priority, however, no budget dollars have been allocated.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund the program at the same level as in the last school term. That a total of $47,230.00 (personnel $45,000.00, materials $2,230.00) for the 1989-90 school term in order to assess the outcomes of the pilot project. That a comprehensive evaluation plan be developed for the existing program and submitted to Manitoba Education by October 1, 1989 and a final report be prepared and submitted by April 12, 1990.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: Fort Garry #5

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $47,230.00

PROJECT: Pre-Employment Program

FILE NO: PR-SD5-469

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this program for one year only to a maximum of $47,230.00 for the school term 1988-89.

Funds are to be directed in the following way: Personnel $45,000.00;
Materials $ 2,230.00.

That a final report be submitted to Manitoba Education by April 15, 1989.

RECOMMENDATION: $47,230.00

APPROVED

2ND YEAR

METRO SCHOOL DIVISIONS

EVALUATION OFFICER POSITION

ACTIVITY REPORT FOR THE PERIOD DECEMBER 1988 TO MARCH 31 1989

PROGRAM: Metro Program Evaluation Officer

AMOUNT: $33,000.00 from December 5, 1989 to November 30, 1990

BACKGROUND: In May of 1988 the Urban Adjudication Panel approved the program 'Metro Program Evaluation Officer'. This program was designed to provide program evaluation and research services to the Metro school divisions. In December 1988 Dino Altieri was hired by a committee with invited participation from the Metro divisions with Compenstory programs. Enclosed is an activity report for the period December 5, 1988 to March 31, 1989.

FUTURE IMPLICATIONS: This program is complete as of November 30, 1989. Should the Panel recommend continuation, the cost implications are as follows:

December 1989	$ 2,381.04
January to June 1990	$28,258.73
TOTAL	$30,639.77

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: All Metro Divisions

SCHOOL: With Compensatory Education Programs

RENEWAL:

NEW: X

PILOT:

REQUEST: $33,000.00

PROJECT: Program Evaluation Research Assistant

FILE NO: PR-471

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a Program Evaluation Research Assistant position to a maximum of $33,000.00 for the School Term 1988-89.

That this position be administered by the Inner City Initiative Branch and work at arm's length to the Metro Divisions by assisting the Metro Divisions in the evaluation of Compensatory funded programs.

APPROVED

RECOMMENDATION: $33,000.00

The following services and activities were provided or carried out by the Program Evaluation Officer to assist Metro School Division staff with evaluation plans for each of their respective programs.

1. St. Boniface School Division

   A. Frontenac Collaborative Teaching Program

      1. Held consultation meetings with Program staff regarding evaluation.
      2. Prepared "Preliminary Evaluation Design".
      3. Researched potential data collection instruments for use in the formal evaluation.
      4. Consulted on the preparation of the Interim Report.

   B. Frontenac Elementary Counselling Program

      1. Held consultation meetings with Program staff regarding evaluation.
      2. Prepared "Preliminary Evaluation Design".
      3. Researched potential data collection instruments for use in the formal evaluation.

2. Norwood School Division

   A. Archwood and King George V Community School Liaison Program

      1. Held consultation meetings with Program staff regarding evaluation.
      2. Developed program evaluation flowchart.
      3. Constructed parent and agency questionnaire.
      4. Wrote introductory letters for parent and agency questionnaires.
      5. Consulted on sample selection procedures.
      6. Consulted on the analysis and presentation of data.

3. Fort Garry School Division

   A. A.C.O.P.S. Program

      1. Held consultation meetings with Program staff.
      2. Critiqued student and employer questionnaires and developed potential questions for use in an informal program evaluation.
      3. Provided information on alternative sources for program funding.

4. Transcona School Division

   A. Joseph Teres/Bernie Wolfe Community School Liaison Program

      1. Held consultation meetings with Program staff regarding evaluation.
      2. Developed agency and parent questionnaires for the evaluation.
      3. Prepared introductory letters for parent and agency questionnaires.
      4. Consulted on teacher questionnaire.
      5. Consulted on the analysis and presentation of data as well as the preparation of the evaluation report.

5. St. Vital School Division

   A. Victor Mager/Dakota Parent Resource/Education Centre

      1. Held consultation meetings with Program staff.
      2. Developed sample socio-demographic questions for needs assessment which were provided to program staff for possible use.

6. River East School Division

   A. Teacher Mentor Program

      1. Held consultation meetings with Program staff.
      2. Prepared "Preliminary Evaluation Design".
      3. Researched potential data collection instruments for use in the formal evaluation.
      4. Conducted Lit Review for approaches to the evaluation of the Teacher/Mentor Program.

   B. Princess Margaret Community School Liaison Program

      1. Held consultation meetings with Program staff regarding formal evaluation.
      2. Designed potential questions for agency, parent and staff questionnaires.
      3. Consulted and collaborated on data collection instruments.
      4. Consulted on sample selection procedures.
      5. Consulted on the presentation and preparation of final evaluation report.

   C. Sherwood and Salisbury Elementary Counselling Program

      1. Held consultation meetings with Program staff regarding an informal program evaluation.
      2. Provided sample questions for agency, parent and teacher questionnaires.

3. Provided sample introductory letters for agency and parent questionnaires.
4. Consulted on sample selection procedures.
5. Consulted and collaborated on data collection instruments.

Other activities conducted by the Program Evaluation Officer included the preparation of various documents, such as "Evaluation Research, Developing A Program Evaluation", to assist Metro School Division staff in conducting successful program evaluations. In addition, the Program Evaluation Officer consulted and collaborated with Inner City Branch staff with regard to various program evaluation and compensatory support issues as they arose.

2ND YEAR

ST. BONIFACE SCHOOL DIVISION #4

FRONTENAC SCHOOL

COLLABORATIVE TEACHER PROGRAM

PR-SD4-461

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface #4
SCHOOL: Frontenac

DESCRIPTION OF NEED

This program was developed in order to provide appropriate programming for Special Needs students to facilitate integration and to address the serious social needs. Frontenac School has a migrancy rate of 15½%, has 75 families out of 309 families living in low rental multiple dwellings, has 70 out of 389 single parent families and 60 students who are of aboriginal background. As well, 187 high risk students have been identified at the school level.

PROGRAM OBJECTIVE

1. To assess the students appropriate academic learning and social needs to implement appropriate classroom programs.
2. To provide a program to develop the skills and concepts at the students instructional level in order to bridge the gap between ability and achievement, and prevent increased problems in future years.
3. To help students adapt to the classroom.
4. To develop the students self-confidence and a positive attitude to learning by structuring their program so that they can meet with success.
5. To communicate with parents regarding their child's educational and social needs and seek to involve parents in their child's educational planning.

PROJECT DESCRIPTION

See attached.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

The program inventory identifies areas of strength and areas for development in the next school term. As well, objective #5 (parental involvement) is targetted as an area for greater development.

YEAR II EVALUATION PLANS

Attached.

ACTUAL COST 1988/89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$41,350.00	**Personnel:**	Teacher Aide $12,500.00

REQUESTED BUDGET 1989/90

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$48,800.00	**Personnel:**	Teacher Aide $12,500.00

TOTAL PROJECT COSTS: $61,300.00

COMMENTS/CONTINGENCIES

1. This would be the second year of funding for this program.
2. A thorough evaluation will be conducted in Year 2.
3. That programming be developed so that parental involvement increases.

STAFF RECOMMENDATIONS

That Manitoba Education fund the Collaborative Teacher Program at Frontenac School to a total of $48,800.00 for the salary of a teacher and planning time. That the St. Boniface School Division continue to provide the services of 1 full time teacher aide for this program. That a final evaluation be submitted by April 12, 1990.

The Collaborative Teacher Model has been implemented to provide appropriate programming at the students' instructional level. The systematic one-to-one and small group teaching attempts to bridge the achievement level with student potential. The goal of this upgrading and modification is to enable students to acquire skills and strategies to prevent future academic and social problems. A supportive program should provide an element of academic success in a mainstreamed setting.

The collaborative teacher works half-days within the classroom at the grade 4 and 5 levels during the language arts period in order to provide the special needs students with the support and the one-to-one or small group instruction that they require. An instructional assistant works with the classroom teacher to provide student support and help for the other half day.

The three teachers collaborate on a program of assessment for the special needs students in order to establish academic needs and collaboratively develop appropriate programs within the mainstreamed setting. As well, they collaborate on the language arts program for all students in the room. Student groupings are flexible in order to allow all students to participate with different groups in the different activities presented.

Through teacher observation and small group work, other needs - social and emotional are assessed. Some of these students experience severe emotional or social problems which outweigh academic concerns. While these students participate in activities and in learning with other students in the room, the focus is on enhancing self-concept by providing for success within a supportive setting.
e.g. small group teaching,
cooperative learning,
shared reading,
oral participation,
peer tutoring.

The program is at the students' level of instruction and geared to developing the four strands of language: speaking, listening, reading, writing. The teaching material is of high interest and in the students' area of interest wherever possible. The Whole Language approach is emphasized so students can be comfortable reading and learning at their level of instruction.

PART III COLLABORATIVE TEACHER PROGRAM

FRONTENAC SCHOOL

EVALUATION DESIGN 1989-90

INTRODUCTION

The purpose of the Collaborative Teacher Program at Frontenac School is to provide appropriate programming for grade 4 and 5 students who, for various reasons, have learning difficulties and function at a level two or more years behind their current placement. In order to help bring their academic achievement more in line with their potential, these students require intensive one-to-one and/or small group teaching that can be provided by a collaborative teaching program. Student groupings will be flexible in order to allow all students to participate with different groups in the different activities presented.

The collaborative teacher and the two participating classroom teachers will develop a plan of assessment for the special needs of students in order to formulate a program for all students in the room. Programming will be geared to each student's level of instruction with the aim of preventing future academic and social problems that underachieving students encounter, and enhancing their academic work in a future mainstream setting.

PURPOSE OF THE EVALUATION

The evaluation of the Collaborative Teacher Program is

intended to assess the extent to which the specified program objectives have been achieved. The program objectives are:

1. To assess each student's level of instruction and social needs.
2. To develop each student's language arts and math skills.
3. To help students adapt in the classroom.
4. To develop each student's self-confidence and positive attitude to learning.
5. To communicate with parents regarding their child's educational and social needs, and seek to involve parents in their children's educational planning.

The evaluation will concentrate on two specific areas. They are student outcomes and the role of the collaborative teacher, especially with regard to appropriate/inappropriate, effective/ineffective time management, classroom methodologies, processes and activities for collaborative teaching. The evaluation will be conducted by the program staff with consultation, where necessary, from the Program Evaluation Officer at Inner City Initiative. It will begin in September 1989 and terminate in late March of 1990.

PRELIMINARY EVALUATION DESIGN

The program evaluation will involve program staff, i.e., the collaborative teacher, the two participating classroom teachers and the instructional aide, participating students and their parents, and it will use a variety of data collection instruments to assess whether program goals have been achieved.

At the beginning of the school year, each student's instructional level, especially with regard to Language Arts and

Mathematics, will be assessed. Language Arts refers to a general broad spectrum approach to language development which incorporates the four language strands: speaking, listening, reading and writing. The assessment tools that will be used to assess each student's instructional level for Language Arts will be the Bader Informal Reading Inventory, the Schonell Spelling Test, the Reading Interest Inventory, the Schonell Graded Word Reading Test, and the writing of a short story, while the Enright Test will be used to assess each student's instructional level for math.

The students' social needs, which for evaluation purposes, refers to classroom adaptation, that is, how students' interact with each other and with participating teachers as well as their self-confidence with to respect to learning will also be assessed at the end of September 1989. Students' needs and self-confidence will be based on the teachers' classroom observations and a rating scale that has yet to be determined at this time.

The growth of the students' academic learning and their adaptation in the classroom will be measured beginning in the first week of March 1990. Test scores, classroom observations and ratings will be compared with the initial assessment. The same data collection instruments used in the initial assessment will be used for the subsequent assessment. Teachers will be given an opportunity to note in their logs any extenuating circumstances that might affect the extent of a student's academic growth and his or her adaptation to the classroom.

The collaborative and participating classroom teachers will be asked to keep a log documenting the types of contact they have had with parents whose children are in the program, as well as the reasons for the contact. The type of parental involvement in the program will also be documented.

In the first week of March 1990, the staff participating in the program will be asked to complete a self-administered questionnaire. It will ask the teachers to assess their respective roles in regard to appropriate/inappropriate, effective/ineffective factors such as guidelines for dividing teacher tasks, time management, approaches, processes and activities for the purpose of collaborative teaching. The questionnaire will also obtain information about the staff's general attitudes toward the program, perceived impact of the program on students, strengths and weaknesses of the program, and suggestions and recommendations for program improvement.

Also in the first week of March 1990, parents with children in the program will be asked to complete a self-administered questionnaire. The aim of the questionnaire is to obtain parents' understanding of the goals and objectives of the program, general attitudes toward the program, their perception of the effects of the program on their children, how the program affects them, and their satisfaction with the communication structure between themselves and teachers.

The specific content of the parent and staff questionnaires has yet to be determined. A specific time frame for the

distribution and administration of the data collection instruments also has yet to be determined. Information provided by the evaluation will help to identify effective classroom methodologies, strategies and approaches for collaborative programming and teaching. The evaluation will also provide information for future program development.

2-MAR-89

PRELIMINARY EVALUATION TIMETABLE

INSTRUMENT	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
1. BADER INFORMAL READING INVENTORY	X						X
2. SCHONELL SPELLING TEST	X						X
3. THE READING INTEREST INVENTORY	X						X
4. THE SCHONELL GRADED WORD READING TEST	X						X
5. WRITING OF A SHORT STORY	X						X
6. ENRIGHT (MATH)	X						X
7. CLASSROOM OBSERVATIONS AND RATING SCALE	X						X
8. LOG	X	X	X	X	X	X	X
9. PARENT QUESTIONNAIRE							X
10. STAFF QUESTIONNAIRE							X

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: St. Boniface #4

SCHOOL: Frontenac

RENEWAL:

NEW: X

PILOT:

REQUEST: $52,350.00

PROJECT: Collaborative Teaching Model for Intermediate Classes

FILE NO: PR-SD4-461

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund the teacher and material components of this project to a maximum of $40,650.00 and $700.00 respectively for the 1988-89 school year.

That a job description be submitted to Manitoba Education by June 30, 1988. That a detailed evaluation plan be submitted by October 15, 1988.

That a program evaluation committee be established to include Division personnel, school personnel and a representative from Manitoba Education.

That a progress report be submitted by April 15, 1989.

RECOMMENDATION: $41,350.00

APPROVED

2ND YEAR

RIVER EAST SCHOOL DIVISION #9

SHERWOOD AND SALISBURY SCHOOLS

ELEMENTARY COUNSELLOR PROGRAM

PR-SD9-458/459

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East #9
SCHOOL: Sherwood & Salisbury

ELEMENTARY COUNSELLOR

DESCRIPTION OF NEED

See attached.

PROGRAM OBJECTIVE

To implement an elementary counselling program that provides preventative, developmental and crisis programming, and consultation and coordination services for the students, parents and staff at Salisbury and Sherwood.

PROJECT DESCRIPTION

1. To assist staff in identifying children needing support.
2. To provide individual and group counselling opportunities.
3. To provide crisis intervention.
4. To provide direct consultation in order to implement programs in conjunction with classroom teachers and the Student Support Team.
5. To coordinate services and act as a liaison with division and community based agencies and organizations.
6. To communicate with parents/guardians and provide assistance.
7. To help gather resources and coordinate professional development activities for parents and staff.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Implementation report attached.

YEAR II EVALUATION PLANS

The counsellor is working with the Program Evaluation Officer to develop teacher, student, parent and agency questionnaires.

ACTUAL COST 1988/89

ME Contribution	SHERWOOD	SALISBURY	**Division Contribution**
Materials:	$20,000.00	$21,750.00	**Materials:**
Personnel:			**Personnel:**

REQUESTED BUDGET 1989/90

ME Contribution	SHERWOOD	SALISBURY	**Division Contribution**
Materials:	$ 1,500.00	$ 1,500.00	**Materials:**
Personnel:	$24,000.00	24,000.00	**Personnel:**

TOTAL PROJECT COSTS: $51,000.00

COMMENTS/CONTINGENCIES

1. Parents, students, agencies and teachers will be surveyed in May and June, 1989 to provide feedback and direction for the 1989/90 school year.
2. The increase in salary is due to the counsellor being at the maximum level of his salary classification. Last year's amount was based on the average salary of teachers in the Division.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $51,000.00 ($48,000.00 for personnel and $3,000.00 for materials). That a final evaluation be submitted by April 15, 1990.

ELEMENTARY COUNSELLOR
Sherwood & Salisbury School

DESCRIPTION OF NEED

Salisbury School:

K-3 statistics: K-3 population: 229 students
27% single parent
20% resource
2% migrancy (4 schools and over)
5% repeated a grade
13% medical problems
12% outside agency/C.G.C. involvement

Accessible low income housing in area.

Sherwood School:

A large proportion of school population exhibit emotional and behavioural problems, academic problems, as well as family difficulties. School is in the Elmwood area.

Total Population	150
Low Income	37%
Unemployment	19%
Single Parent	36%
Outside Agency	10%
C.G.C.	17.3%
Resource Teacher	18.0%

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: River East #9

SCHOOL: Salisbury

RENEWAL:

NEW: X

PILOT:

REQUEST: $43,500.00

PROJECT: Elementary Guidance Counsellor

FILE NO: PR-SD9-458

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That, of the 5 projects submitted by River East School Division and based on the priorities set by the Division, this project be funded to a maximum of $21,750.00 for a .5 staff position.

That funding is contingent upon a more detailed plan done in collaboration with Manitoba Education to ensure positive directions in the program. That this information include: a) a needs assessment; b) specific measurable goals & objectives; c) a professional development plan; d) a project evaluation plan; and, e) a job description.

That, based on the needs assessment and in consultation with Manitoba Education staff, the school review their school needs and determine the best type of support staff position required.

That an interim evaluation report be submitted by April 15, 1989.

RECOMMENDATION: $21,750.00

APPROVED

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Metro

SCHOOL DIVISION: River East #9

SCHOOL: Sherwood

RENEWAL:

NEW: X

PILOT:

REQUEST: $20,000.00

PROJECT: Elementary Counsellor

FILE NO: PR-SD9-459

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a .5 counsellor to a maximum of $20,000.00. That Manitoba Education staff be involved in the development of the program at the school level to ensure that a comprehensive counselling program is developed, a school action plan to incorporate the role of a counsellor effectively, as well as an evaluation plan.

That an interim report be submitted by April 15, 1989 that outlines:

1) a job description;

2) a recording/reporting system;

3) a professional development plan for the counsellor.

RECOMMENDATION: $20,000.00

APPROVED

Salisbury School

795 Prince Rupert Avenue
Winnipeg, Manitoba R2K 1W6
Telephone 668-9304

Principal: Mr. V. Kovachik
Vice-Principal: Mr. M. Quinn

4-131

RECEIVED
APR 11 1989
MANITOBA EDUCATION

This letter is to explain to the panel how the following pages meet the panel's contingencies. The administators in both Salibury and Sherwood agree to using the same model of counselling. The schools' student population is very similar and in using the needs assessment from the staff it was found that staff expectations were similar as well.

Our school division is changing the role of the Child Guidance Clinic Personnel. The clinic personnel will shift their emphasis from primarily diagnostic to consultative. The C.G.C. personnel will be the same in both schools.

It is our intent to work cooperately with C.G.C. to provide various support services to the community eg.parent support groups.

It is hoped that services in terms of eg.parent support groups will be offered to the Jr. High catchment area which includes the two schools.

Thank-you for your support and we trust that the information contained on the following pages meet to your satisfaction and approval.

Sincerly yours,

Val Kovachik

Glenn Matsumoto

Needs Assessment From Staff

-sounding board for teachers/students
-consulting with teachers,being a resource person for ideas and services
-group counselling problem areas
(fights,stealing,friendships etc. at home and school)
-counselling students 1-1,groups (personal,social,academic)
-help students solve problems
-help gain self esteem and positive self
-a friend to talk to,especially in crisis situations (death and seperation)
-be available on a daily basis to meet the children's needs
-share the responsibility with difficult students
-help the students cope in the classroom situation
-sitting in on and helping in parent teacher interviews (help keep good communication between home and school)
-to act as an impartial mediator,a facilitator willing to listen
-working with parents and staff acting as a liason between home and school

ELEMENTARY COUNSELLING

NEEDS ASSESSMENT
1988

The elementary counsellor in your school can provide you and your students with a variety of support services. However, it is important to have an indication from you as to what you think are the areas of greatest need.

Please indicate at which grade levels you currently teach:

( ) N-K ( )1-3 ( )4-6 ( ) Other_____

1. What percentage of your students do you think would benefit from each of the following activities?

	0%	1-20%	21-40%	41-60%	61-80%	81-100%	Don't Know
a) individual (one-to-one) counselling	( )	( )	( )	( )	( )	( )	( )
b) small group counsellingto meet specific, common needs	( )	( )	( )	( )	( )	( )	( )
c) classroom units on personal/interpersonal topics (eg. DUSO, communication skills, self-concept, career awareness)	( )	( )	( )	( )	( )	( )	( )

2. Would you like the counsellor to give you support by:

	Yes	No	Don't Know
a) setting up classroom programs (e.g. sexual abuse, getting along with friends)	( )	( )	( )
b) providing consultation to teachers in dealing with problem situations	( )	( )	( )
c) developing individual and group guidance techniques for your use	( )	( )	( )
d) setting up classroom information sessions (e.g. orientation to junior high, mini-university)	( )	( )	( )
e) identifying children needing special help/ services	( )	( )	( )
f) assisting with parental contact	( )	( )	( )
g) other (please specify):_____			

Job Description

1. To develop a referral system for students, staff and parents.
2. To provide individual, group, and whole class counselling programs (e.g. crisis, friendship groups, Personal Safety).
3. To attend regular Student Support Meetings.
4. To meet regularly with classroom teachers to discuss and monitor the implementation process.
5. To coordinate and publicize programs for the community (e.g. block parent program,parenting programs).
6. To make contacts with representatives of and coordinate referrals to various community agencies and organizations (e.g. NEW FACES).
7. To consult with the disciplines of Child Guidance Clinic and to coordinate the referrals to them through the Student Support Team.
8. To coordinate services for both parents and students in the Junior High catchment area in conjunction with our school counsellors.
9. To survey staff and coordinate professional development activities.
10. To develop a resource bank of materials on specific topics (e.g. seperation and loss, fears, moving,etc)
11. To maintain appropiate records and files.

Personal Professional Development

1. Meeting with other Elementary counsellors, a sharing of ideas.
2. Coping With the Hyperactive Child In the Classroom
3. Building Self-Esteem in Children and Young Adults- Jack Canfield
4. Alcohol and Drug Intervention
5. Team Building
6. Art Therapy
7. C.A.R.E. Meetings (Counsellor's Association River East)

SALISBURY SCHOOL
STUDENT SUPPORT TEAM
REFERRAL FORM

SUBMISSION DATE: _____

FILE CLOSED DATE: 4-136

CASE MANAGER: _____

STUDENT NAME: _____ GRADE ____ PHONE _____

REFERRING TEACHER: _____

HAS PARENT BEEN CONTACTED? YES ____ NO ____ DATE(S) _____

BRIEFLY DESCRIBE THE PROBLEM: _____

WHAT STRATEGIES HAVE YOU USED TO REMEDY THE PROBLEM:

WHY DO YOU FEEL THE STRATEGIES DID NOT SUCCEED? _____

LIST THE STUDENT'S,

STRENGTHS

WEAKNESSES

RECOMMENDATIONS OF THE COMMITTEE: _____

REVIEW DATE: _____

FOLLOW-UP ACTION: _____

PLEASE RETURN TO: V. Kovachik, M. Quinn

****THIS FORM IS STRICTLY CONFIDENTIAL****

RECEIVED
APR 19 1989
TORA EDUCATION
CITY INITIATIVE

Sherwood School

509 Cavers Street, Winnipeg, Manitoba R2K 2Z1
Telephone 667-0415

Activities Initiated by the Counsellor To Meet the Goals and Objectives of the Program

Statistical Information of the Counselling program

The following was the caseload information for the time period September 1988 to March 23,1989.

1. Number of students seen — 66 children
   kindergarten to grade 3 — 31 children
   grades 4 to 6 — 35 children

2. Referral initiated by:

the teacher	25 or 38 %
the child	32 or 48 %
the parent	8 or 12 %
the administration	2 or 3 %
the Student Support Team	3 or 5 %

   There was some overlap in referrals as some students were referred by more than one person.

3. There were a number of students seen only once or twice but as you can see from the enclosed computer workload sheet many students were seen several times.

4. The issues the children raised are also on the Principal's Report printout.

5. Number of classroom sessions — 24

   Issues that were addressed:
   scrapegoating
   friendship
   conflicts
   arguments
   self-concept

6. There was a Second Step (Violence and Anger Management) group in Grade 2. They meet once a cycle from November to time of writing. If time permits they meet more often.

   Since divorce and separation are issues important to a number of the students, we hope to be starting a group with them soon.

Sherwood School

509 Cary Street, Winnipeg, Manitoba R2K 2Z1
Telephone 667-0415

7. Number of in person Parent contacts/meetings 19

Number of phone contacts with parents 27

Issues that were addressed
- friendship
- parenting
- behavior/attitude
- self-concept
- schoolwork
- homework
- support systems

An important aspect of the program is good communication between the school and home.

Working together as a team in the best interests of the child is one of the important ways assistance is given to the parents.

A good example is when a single mom and student were moving, the counsellor with parent's permission contacted the receiving school for supports in their new school.
This was done before the move so as to ease anxiety of the mother and student ,as they were overcoming a crisis.

In cooperation with our CGC staff a S.T.E.P.(Systematic Training for Effective Parenting) was offered from January to April. The counsellor was one of the facilitators.

8. Number of Consultations with Teachers/Administration 65

Number of meetings Teachers/ Administration Regarding Students 16

Issues that were addressed
- friendship
- behavior/attitude
- alcohol
- self-concept
- schoolwork
- homework
- support systems
- neglect
- depression

Sherwood School

509 Cavy Street, Winnipeg, Manitoba R2K 2Z1
Telephone 667-0413

9. Number of consultations with other Agencies (CGC, New Facess) 51

Issues that were addressed

behavior/attitude
alcohol
self-concept
support systems
neglect
depression
parenting
abuse

10. Specific to counselling and Teacher P.D.

Staff members of the Student Support Team attended a workshop on team building.

The counsellor served as resource person as well as meeting with parents on the Talking about Touching Program.

Sherwood School

509 Cavy Street, Winnipeg, Manitoba R2K 2Z1
Telephone 667-0415

Summary

The counselling programs in both schools are seen as an integral part of the development of the student's well being. The services to these "at risk" students and those that need support in times of crisis have been received well in the community and in the schools. This positive outcome speaks highly of the future of the program. As the program develops, we hope to reach many more of the students.

Salisbury School

795 Prince Rupert Avenue
Winnipeg, Manitoba R2K 1W6
Telephone 668-9304

Principal Mr. V. Kovachik
Vice-Principal Mr. M. Quinn

Activities Initiated by the Counsellor
To Meet the Goals and Objectives of the Program

Statistical Information of the Counselling program

The following was the caseload information for the time period September 1988 to March 23,1989.

1. Number of students seen 99 children

   kindergarten to grade 3 40 children

   grades 4 to 6 59 children

2. Referral initiated by:

the teacher	23	or 23 %
the child	48	or 48 %
the parent	15	or 15 %
the administration	8	or 8 %
the Student Support Team	16	or 16 %

   There was some overlap in referrals as some students were referred by more than one person.

3. There were a number of students seen only once or twice but as you can see from the enclosed computer workload sheet many students were seen several times.

4. The issues the children raised are also on the Principal's Report printout.

5. Number of classroom sessions 43

   Issues that were addressed
   - scrapegoating
   - friendship
   - ingroups
   - conflicts
   - arguments
   - self-concept

6. There was a DUSO group in Grade 2. They met three times a cycle from October to February.

   Since divorce and separation are issues important to a number of the students, we hope to be starting a group with them soon.

Salisbury School

795 Prince Rupert Avenue
Winnipeg, Manitoba R2K 1W6
Telephone 668-9304

Principal Mr. V. Kovachik
Vice-Principal Mr. M. Quinn

7. Number of in person Parent contacts/meetings 82

Number of phone contacts with parents 39

Issues that were addressed

friendship
parenting
behavior/attitude
alcohol
self-concept
schoolwork
homework
support systems

An important aspect of the program is good communication between the school and home.

Working together as a team in the best interests of the child is one of the important ways assistance is given to the parents.

A good example is when a single mom and student were taken to his new school because the family moved. This was done before the move so as to ease anxiety of the mother and student,as they were overcoming a crisis.

In cooperation with our CGC staff a S.T.E.P.(Systematic Training for Effective Parenting) was offered from January to April. The counsellor was one of the facilitators.

8. Number of Consultations with Teachers/Administration 93

Number of meetings Teachers/ Administration Regarding Students 27

Issues that were addressed

friendship
behavior/attitude
alcohol
self-concept
schoolwork
homework
support systems
neglect
depression

Salisbury School

795 Prince Rupert Avenue
Winnipeg, Manitoba R2K 1W6
Telephone 668-9304

Principal Mr. V. Kovachik
Vice-Principal Mr. M. Quinn

9. Number of consultations with other Agencies (CGC, New Facess) 85

Issues that were addressed

behavior/attitude
alcohol
self-concept
support systems
neglect
depression
parenting
abuse

10. Specific to counselling and Teacher P.D.

Individuals of the staff attended self-concept workshops:Jack Canfield on self-esteem and I'm a Thumbody by the Canadian Mental Health Association.

Staff members of the Student Support Team attended a workshop on team building.

The counsellor served as resource person as well as meeting with parents on the Talking about Touching Program.

Salisbury School

795 Prince Rupert Avenue
Winnipeg, Manitoba R2K 1W6
Telephone 668-9304

Principal Mr. V. Kovachik
Vice-Principal Mr. M. Quinn

Summary

The counselling programs in both schools are seen as an integral part of the development of the student's well being. The services to these "at risk" students and those that need support in times of crisis have been received well in the community and in the schools. This positive outcome speaks highly of the future of the program. As the program develops, we hope to reach many more of the students.

METRO SCHOOL DIVISIONS

NEW PROJECTS

PAGE #	DIVISION/SCHOOL	PROJECT	FILE #	REQUEST
5-146	#5 - DIVISION WIDE	VOLUNTEER COORDINATOR	5-518	$25,000
5-149	#5 - DALHOUSIE/ CHANCELLOR	ELEMENTARY COUNSELLOR	5-517	$50,000
5-152	#10 - O.V. JEWITT	LANGUAGE DEVELOPMENT	10-511	$27,840
5-169	#6 - VICTOR MAGER	EARLY YEARS INTERVENTION	6-519	$47,920
5-172	#9 - JOHN PRITCHARD	ELEMENTARY COUNSELLOR	9-521	$23,000
5-187	#9 - POLSON	ELEMENTARY COUNSELLOR/ COMMUNITY LIAISON	9-520	$40,000
5-203	#2 - BROOKLANDS	READING/ WRITING IMMERSION	2-523	$36,200

NEW

FORT GARRY SCHOOL DIVISION #5

DIVISION WIDE

VOLUNTEER COORDINATOR
DEMONSTRATION PROJECT

PR-SD5-518

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Ft. Garry #5
SCHOOL: Division Wide

VOLUNTEER COORDINATOR DEMONSTRATION PROJECT

DESCRIPTION OF NEED

As more families require a double income to make ends meet, the school division has seen a deterioration in the number of parent volunteers in the schools in the community. The school division has seen the need to coordinate a bank of volunteers from within its boundaries and beyond to meet the casual but constant need for volunteer service in our schools.

PROGRAM OBJECTIVE

1. The Volunteer Coordinator would coordinate the need for volunteers from all sixteen schools in the Fort Garry School Division.
2. To invite volunteers from low income groups within the School Division - develop trusting relationships through the process of volunteering.
3. (A) Solicit the help of the senior citizens in our community - their intellect, personal resources and experience.
   (B) Develop a grandma/grandpa focus for selective children in need in our schools.
4. To provide companionship beyond school hours for children in traumatic family situations - an extension of Big Brother/Big Sister in our own community.
5. To develop a cadre of volunteers who would volunteer their services to help children with learning difficulties who have gone through our Learning Centre. 6. Invite the citizens of heritage language groups (multi-cultural groups).

PROJECT DESCRIPTION

The Volunteer Co-ordinator would give employment to someone in the community to develop the objectives previously stated. The program would try to reach people who might not otherwise risk becoming involved with the school division -- low income persons, senior citizens, citizens of other cultures new to the community.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Action Plan for evaluation has to be developed.

RESOURCES REQUIRED

ME Contribution

Materials: $ 2,000.00
Personnel: $23,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $25,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That based on the priorities established by the division, this program not be funded.

NEW

FORT GARRY SCHOOL DIVISION #5

DALHOUSIE/CHANCELLOR SCHOOLS

ELEMENTARY COUNSELLOR

PR-SD5-517

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Fort Garry #5
SCHOOL: Dalhousie/Chancellor

ELEMENTARY COUNSELLOR

DESCRIPTION OF NEED

The Fort Garry School Division is looking to pilot an elementary counselling program in two schools for the 1989-90 school term. Factors that exist at the schools include family break-up, single parentfamilies, child abuse and substance abuse. The two targetted schools are identified as having a large special needs population, a large ethno-cultural community and high intervention rates by Child and Family Services.

PROGRAM OBJECTIVE

1. This project will facilitate and co-ordinate services to children from outside agencies as well as acting as an integral player of a multi-disciplinary team operating within the school.
2. This project will be child centres and focus on the counselling needs of individual and small groups of children. Developmental issues and preventative issues will constitute the focus of intervention.
3. Develop resources related to classroom delivery of the elementary counselling program as well as small group and individual pullout.
4. Defining the factors that affect the implementation of this program.
5. Role development and definition is a major objective in the pilot year.

PROJECT DESCRIPTION

The elementary counselling program will work on a model of prevention, developmental issues related to social-emotional well-being and collaboration. Classroom preventative programs, as well as individual and group counselling will be implemented.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Focus of evaluation will be on process, eg: role delineation, factors in implementing the program, description of resources used to support the program. Interviews will be conducted with counselling staff, principals of pilot schools, two classroom teachers from each school, and the Area Service Director of the Child Guidance Clinic. Students and parents would not be included in an evaluation in the pilot year as the focus of the evaluation is not on impact or effectiveness of the program. Interviews with school staff will give some indication of expectations in this regard.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$ 4,000.00	**Materials:**	
Personnel:	$46,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $50,000.00

COMMENTS/CONTINGENCIES

1. That the program be required to submit a student needs assessment, a job description of the counsellor and a professional development plan that includes inservicing for staff involved in the program by November 15, 1990.

2. Fort Garry is one of the only Metro Divisions who do not have elementary counselling programs.

STAFF RECOMMENDATIONS

That Manitoba Education fund two half time counselling positions for Chancellor School and Dalhousie School for the school term 1989-90. That funds for staff equal $46,000.00 and that $3,000.00 be allocated for materials and professional development. That the total allocation for this program total $49,000.00. That the above contingency be submitted by November 15, 1990 and that an implementation report be submitted by April 12, 1990.

NEW

SEVEN OAKS SCHOOL DIVISION #10

O.V. JEWITT SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD10-511

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Seven Oaks #10
SCHOOL: O.V. Jewitt

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

23 cultural groups Predominantly Punjabi, Filipino, Polish, Vietnamese, Chinese, Italian, Portugues
19 language groups
School population 601
79 families single parents
280 students contact with counsellor - 49 continuous contact
106 referred to resource - 67 direct service - 62 monitored
68 ESL - increase in recent immigrants and residing with non-English parents
19 speech & hearing
60% of language clinicians caseload has been in the area of language delayed and language disordered

PROGRAM OBJECTIVE

1. To provide a team approach to programming for language development with the delivery of programming at the classroom level.
2. To provide instruction to identified children 1/2 hour daily.
3. To encourage parents to be involved in supporting the program through awareness of their child's needs and participating in a home reading program.

PROJECT DESCRIPTION

The primary focus of the Language Development Program for identified K and Grade 1 students would be developmentally sequenced instruction in vocabulary, syntax and social skills using a thematic approach. Identified students would receive daily instruction (1/2 hour) within a small group setting which accommodates their specific need. The Language Development Teacher and the ESL Teacher in collaboration with the resource teacher, CGC speech and language clinician and classroom teachers will be responsible for assessment, program development and instruction for language delayed and language disordered and ESL students respectively (refer to page 6 of proposal for details of roles/ responsibilities). The language development team would meet monthly to plan lessons collaboratively. Parents would be invited to an orientation meeting to familiarize them with the language development program. Further meetings with parents would occur as required.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

See attached for details. Summative evaluation will include review of written evaluations, record forms, parent feedback.

RESOURCES REQUIRED

ME Contribution		Division Contribution	
Materials:	$ 2,500.00	**Materials:**	$1,977.00
Personnel:	$24,000.00	**Personnel:**	
P.D.:	$ 1,340.00		
TOTAL PROJECT COSTS:	$27,840.00		

COMMENTS/CONTINGENCIES

O.V. Jewitt personnel working with language development have been hard pressed to deliver sufficient instruction to address the identified needs of students. The current resources available to provide the necessary programming for identified children have been strained to the maximum.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $27,840.00 to cover salaries at $24,000.00 for .5 language development teacher, P.D. at $1,340.00 and materials for home reading program at $2,500.00. Details for implementing the Home Reading Program be submitted by October 15, 1989. That Manitoba Education staff be involved in the evaluation. Further, that an interim report be submitted by April 15, 1989.

SEVEN OAKS SCHOOL DIVISION #10

375 Jefferson Avenue • Winnipeg, Manitoba R2V 0N4 • 586-9651

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APR 12 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

April 11, 1989

Suni Matthews,
Inner City Initiative,
124 King Street,
WINNIPEG, Manitoba
R3B 1H9

Dear Suni Matthews:

Enclosed is a copy of our Language Development Proposal for O. V. Jewitt School for submission for Compensatory funding.

Should you require further information please do not hesitate to call me at 586-9651.

Thank you.

Yours truly,

Helen Loeppky

Helen Loeppky,
Assistant Superintendent.

HL/ek

PROPOSAL FOR A LANGUAGE DEVELOPMENT PROGRAM AT O. V. JEWITT SCHOOL

O. V. JEWITT ELEMENTARY COMMUNITY SCHOOL

The population of the surrounding community comes from two distinct housing areas. The first consists of homes built 11-15 years ago. The second consists of a newer development (Mandalay West) which began about seven years ago.

It should be noted that the Mandalay West area is heavily populated with people from many different cultural backgrounds. There are 23 different cultural groups and 19 language groups. (See Appendix 1). The predominant cultural groups other than Canadian include Filipino, Punjabi, Polish, Italian, Portuguese, Chinese, and Vietnamese. Within these cultural groups a large number of people were born outside Canada and those born in Canada often speak a language other than English in the home. This has led to a high number of students entering the school with no English or limited English language skills.

The school population as of March 23, 1989 was 601 students. During the 1987-88 school year the population was 607 students and for 1986-87 it was 586 students. The total number of families to March 23, 1989 was 419 of which 79 were single parent families (36 without legal separation documents).

The school is subject to a level of transience as indicated below:

	Transfers In	Transfers Out
1986/87	95	76
1987/88	115	67
To March 23, 1989	57	70

The Elementary Guidance Counsellor is half time in the school. The program is delivered to individuals, small groups, whole classes and parents. Regarding individual contacts the Counsellor reports the following:

	Total Number of Contacts	Continuous Contacts
1986/87	275	45
1987/88	320	51
To March 23, 1989	280	49

School Statistics

The following information is based on the present school year (1988/89) from school opening to March 23/89.

Support Programs

	Referred & Assessed	Direct Service	Monitored	Tracking
Resource	106	67	62	---
E.S.L.	68 (45)	40 (25)	4	---
Speech & Hearing	19 (8)	11 (5)	8 (3)	18 (18)
Special Needs	---	19	---	---

NOTES:

- Additional files are open to our resource teacher. These students are not actively monitored but service has been provided in the past and may be required again
- ( ) indicates K, 1 students
- tracking refers to children that were not formally referred but progress is being informally monitored.

History:

Language development programs have been part of the primary grade programs at O. V. Jewitt School since it opened its doors in 1982. The teaching component of the vice principal was to assist children in kindergarten, grade one and grade two to further develop listening and speaking skills in English.

In 1985, the program was delivered by a half time teacher and it was labelled English as a Second Language. The purpose of the program was to accommodate the needs of children who entered the school system with little or no oral English. These children were new arrivals in Canada or were born into families in which English was a Second Language and as such was seldom used. Those children from English speaking families who had less language facility were programmed for in a variety of ways. One way was through classroom programming assisted by the resource teacher. Another way was by the Speech and Language Clinician in a direct service model.

From 1982 to the present (1988) there has been an increase in the number of English as a Second Language students.

Personnel working with language development have been hard pressed to deliver sufficient instruction to address the perceived need. Candidates for direct service from the E.S.L. Teacher and the Speech and Language Clinician have been prioritized. Concern has been expressed regarding:

1. Definitions of E.S.L., language delay and language disorder
2. Identification criteria for each definition
3. Job descriptions of the personnel involved
4. Appropriate programming for the students identified.

To address the above concerns several meetings have been held with representatives of the superintendents' department, Child Guidance Clinic, O. V. Jewitt School administration, resource, E.S.L. and classroom teachers. The following proposal is a result of these deliberations.

Rationale:

A range of language development needs has been identified by the staff of O. V. Jewitt School. These needs fall into five non-hierarchal categories as listed below:

1.	E.S.L.	-	non English (recent arrival in Canada)
2.	E.S.L.	-	in Canada for 0-3 years
3.	E.S.L.	-	born in Canada and residing with non-English speaking parents or caregivers
4.	Language Delayed	-	child exhibits a delay in one or more language components (receptive and expressive which may be accompanied by a delay in cognitive, social or sensory functioning).
5.	Language Disorder	-	student shows specific language deficits (receptive and expressive) that interfere with communication skills and academic functioning.

During the last three years the number of children in categories one to three has grown. During 1987-89 the number of children identified through screening of receptive English using the Peabody Picture Vocabulary Test, as being below the expected age level in the understanding of oral vocabulary has increased.

Many of the children are at the kindergarten and grade one educational levels. The Department of Education in its Kindergarten Assessment (1987) has stressed the need for early identification and intervention in regard to all developmental areas including language. The Seven Oaks School Division #10 has specific guidelines for the Early Identification Program which suggests identification be accompanied by appropriate program intervention.

O. V. Jewitt School has delivered programming for those children identified as having language needs through a variety of ways utilizing all available staff. The E.S.L. teacher has provided direct service to those with the greatest need. The classroom and resource teachers have discussed and planned appropriate programming which was implemented through the classroom teacher, paraprofessionals and parent volunteers.

Children in the categories four and five, the language delayed and language disordered have been identified and programmed for through collaboration of the Speech and Language Clinician, resource teacher and classroom teacher. Since September, 1987, approximately 60% of speech and language clinician's caseload has

been comprised of language delayed and language disordered children, with approximately 35% of those children being at the kindergarten and grade 1 level. Direct service has been provided by the Speech and Language Clinician based upon the severity of language impairment and caseload priority. Classroom and resource teachers have modified instruction to address the language needs of those children who have language delays or disorders. Children with language delay or disorder require very specific intensive instruction to remediate their difficulties. They require daily direct instruction in vocabulary and syntax followed by the opportunity to practise language skills in social settings.

The staff involved in programming for the children identified as having language needs and the administration of O. V. Jewitt have realized that the resources available to provide the necessary programming have been strained to the maximum. Concern is being expressed that the present staff allotment is unable to meet the existing needs. Therefore discussion has evolved as to a means by which the needs could be addressed more adequately. The following is a description of the proposed program which resulted from the research and discussion.

Proposed Language Development Program:

Goals and Objectives.

The goals and objectives of the proposed language development program are as follows:

1. To provide a team approach to programming for language development which includes the C.G.C. Speech and Language Clinician, the Language Development and E.S.L. teachers, the Resource Teacher and Classroom Teachers. The focus will be classroom level delivery.

2. To provide instruction to children identified as having a language delay or language disorder for:

   i) a half hour daily through direct instruction by the Language Development Teacher

   ii) at other junctures during the day by Classroom Teacher

3. To encourage parents to engage in language stimulation through awareness of their child's needs and participation in a home reading program.

Roles and Responsibilities.

It is suggested that a Language Development Team be created to address the five categorized language needs. Therefore in addition

to the existing personnel the school requires a half time teacher whose role would be that of Language Development Teacher. Below is a proposed delineation of the responsibilities of the members of the Language Development Team and others involved:

1. Language Development Teacher

   i) assessment of the language delayed and language disordered children in categories four and five
   ii) program development in collaboration with the Speech and Language Clinician for the language delayed and language disordered children.
   iii) instruction in collaboration with the classroom teacher for the language delayed and language disordered children.
   iv) reporting to parents and school administrators.

2. E.S.L. Teacher

   i) assessment of E.S.L. children in categories one, two and three
   ii) program development for E.S.L. children
   iii) instruction in collaboration with classroom teachers
   iv) reporting to the parents and school administration.

3. Classroom Teacher

   i) identification of children in categories one to five
   ii) collaboration with Language Development Teacher, E.S.L. Teacher and Speech and Language Clinician.
   iii) classroom implementation of language program.

4. Resource Teacher

   i) identification of children in categories three, four and five
   ii) consultation and collaboration with members of the Language Development Team.

5. Speech and Language Clinician

   i) identification of children in categories four and five
   ii) collaboration with the Language Development Team members especially the Language Development Teacher
   iii) coordinator designing the programs for children in categories four and five
   iv) inservicing the Language Development Team

6. School Administration

   i) support for program implementation by the Language Development Team
   ii) financial support of the program

7. Parents

i) support for the Language Development Program for children in categories one to five to be obtained by:

a) informational meeting for parents of children in categories four and five
b) sharing of goals and strategies with parents in categories four and five
c) home reading program
d) parent-teacher conferences for all parents with children in categories one to five. (Interpreters will be obtained if they are required for communicating with parents.)

8. Superintendents' Department

i) approval of the program
ii) provision of required staff
iii) provision of the necessary financial support for the purchase of materials.

Identification

The criteria for identification of the children for the Language Development Program will include the following:

1) observational checklist
2) language sample and computer analysis
3) Bankson Language Screening Test

Program

It is suggested that the proposed Language Development Program be operated as a pilot program at O. V. Jewitt School. This program would be based on the modification of a Language Development Program presently used in the St. Boniface School Division. The target population would be kindergarten and grade one children who have been identified as requiring intensive language instruction. The primary focus of the Language Development Program would be developmentally sequenced instruction in vocabulary, syntax and social language skills. These skills would be implemented through use of themes which would be collaboratively identified by members of the Language Development Team and would reflect the kindergarten and grade one curricula.

Children who have been identified as language delayed or language disordered would receive daily instruction within a small group in a setting which accommodates their specific needs. The setting chosen would be either in the child's classroom or a small self-contained area outside the classroom. The time allocated for small group instruction would be approximately half an hour daily. In addition to the time allotted daily for collaboration between

the Language Development Teacher and members of the Language Development Team, there would be one and a half hours allotted monthly for Lesson Planning by the Speech and Language Clinician in collaboration with the Language Development Teacher and the Classroom Teacher. Parents of the children identified as requiring intensive language development would be invited to participate in an orientation to the Language Development Program. The purpose of the orientation would be to provide the parents with information regarding the Language Development Program and to encourage them to support their child's development through language activities at home including a home reading program. Further meetings would occur during scheduled parent-teacher conferences, as required and in early June of 1990.

Inservicing Required for Program Implementation

Two full days of inservicing will be required for initial implementation of the proposed Language Development Program. It is suggested the first allocated day be in mid to late September with the second day following two weeks later.

The following is an outline of the content to be addressed on each day.

DAY 1

I. Language Development (normal acquisition)

1. Semantics - vocabulary/concepts

2. Syntax - grammar
   - sentence structure
   - articulation

3. Pragmatics - conversation skills: turn taking
   topic maintenance
   initiating
   requesting

4. Auditory skills - memory/listening skills
   Normative Data - concepts
   - grammatical structures
   - MLU (mean length of utterance)
   - articulation

II. Program Description

III. Identification

1. Checklist
2. Bankson Language Screening Test
3. Language Sampling
4. Peabody Picture Vocabulary Test

IV. Materials

DAY 2

I. Analysis of Language Samples

II. Review of Computerized Language Analysis

III. Lesson Planning

- identification of goals
- identification of themes
- development of one monthly plan

IV. Materials

- prepare for use in program implementation

Budget:

The materials required to implement the Language Development Program will be supplied by the Seven Oaks School Division. (Materials list included - See Appendix 2)

O. V. Jewitt School will provide the necessary computer time and software for delivery of the proposed Language Development Program.

We are requesting Compensatory Funding for:

1. The salary for a half time Language Development Teacher (Special Education Certificate preferred) $24,000.00

2. The professional development required to implement the proposed Language Development Program. Two full days will be required. Of the eight teachers involved in inservicing five will require substitutes. The cost for this component of the program will be as follows:

   5 teachers' substitutes x 2 days = $800.00

   To maintain the program, time would need to be allotted for development of monthly Lesson Plans. Approximately an hour and a half would be required for collaboration by the Speech and Language Clinician, the Language Development Teacher and the Classroom Teacher. The cost of this component of the program would be as follows:

   1 substitute teacher x 2 mornings x 6 months = $540.00
   (November, January, February, March, April, May)

3. Materials for home reading program (books and book bags) $2,500.00

   Total..... $27,840.00

Program Evaluation:

Evaluation will occur at formative and summative levels. All educators involved in the Language Development Team will be expected to participate in formal meetings during the school year to discuss their roles and their perceptions regarding the functioning of the Language Development Program. These meetings would occur every six weeks. The categories to be reviewed would be as follows:

1) roles and responsibilities
2) the lesson plans
3) individual student's growth

Informal diagnostic meetings will be a functional part of the ongoing program delivery. These meetings will occur between members of the team and the Language Development Teacher on a scheduled basis, initially once a week.

A summative evaluation of the Language Development Program will be conducted according to the following categories:

1. Program Goals

- clarity of definition
- relevance to the classroom
- relevance to student needs
- degree of achievement

2. Program Organization

- roles and responsibilities

3. Program Implementation

- materials
- scheduling
- learning activities
- consultation

Record keeping for the Language Development Program will consist of the following:

1. Monthly Lesson Plans

- a copy for Classroom and Language Development Teachers
- each teacher will initial and date each activity as it is performed

2. Minutes of Team Meetings

- which review - roles
- program
- individual student growth

3. Assessment of Students

i) September/October - Baseline Data
ii) February - Language Sample
iii) June - Peabody Picture Vocabulary Test
- Bankson Language Screening Test
- Language Sample
- written summary for each student

4. Parental Feedback

i) September/November - Initial Contact (Parent Orientation)
ii) November and March - Parent-Teacher Conferences
iii) May - Meeting to discuss program and complete a formal evaluation form

5. Home Reading Program

i) Student's individual record cards collected by classroom teachers

This summative evaluation of the pilot Language Development Program will be conducted by the administrators of O. V. Jewitt School and a representative of the Superintendents' Department of the Seven Oaks School Division. One facet of the summative evaluation will be a review of the written evaluations and record forms provided by the members of the Language Development Team. Another facet will be the measurable change which has occurred in the language of the children included in the program. Furthermore, feedback solicited from the parents of children included in the Language Development Program will be considered in the summative evaluation. This evaluation will request information regarding parental perceptions as to the value of the program goals, the information sessions, the frequency of consultation, the home reading program and the learning their child acquired.

Appendix 1

CULTURAL GROUPS REPRESENTED AT O. V. JEWITT SCHOOL

Filipino
Portuguese
Polish
Vietnamese
Japanese
Chinese
East Indian
Native Canadian
French Canadian
Scottish
Yugoslavian
Italian
German
Ukrainian
Greek
Czechoslovakian
Spanish
Kenyan
West Indian - Jamaican
Granadian
Trinidadian

LANGUAGE BACKGROUNDS REPRESENTED AT O. V. JEWITT SCHOOL

Tagalog
Filipino
Portuguese
Polish
Mandarin
Cantonese
Punjabi
Hindi
Urdu
Saulteaux
French
Italian
German
Ukrainian
Greek
Spanish
Croatian
English
Cree

Appendix 2

MATERIALS LIST

		Price *
1.	Peabody Language Development Kit (Revised) - Level 1	$495.00
2.	SPARC Manual-Stimulus Pictures for Assessment, Remediation and Carry-over	39.95
3.	HELP Manuals I, II & III (Handbook of Exercises for Language Processing	62.85
4.	Magnetic Ways into Language Kit	397.00
5.	BOEHM Kit	300.00
6.	MEST Kit	100.00
7.	MEER Manual (Manual of Expressive Reasoning Exercises	19.95
8.	What's Funny Cards	50.00
9.	Comparatives - Superlatives Books	41.95
10.	Newby Visualanguage "Adjectives"	59.80
11.	Newby Visualanguage "Pronouns"	59.80
12.	Newby Visualanguage "Prepositions"	59.80
13.	Parts of Speech	88.00
14.	Sequence Picture Cards Level 1, Set 1	26.00
15.	Sequence Picture Cards Level 1, Set 2	17.50
16.	Sequence Picture Cards Level 2, Set 1	26.00
17.	Children's Literature Storey-board	160.00
18.	Ginn Reading Series	64.00
		$1977.60

*Prices based on 1987 & 1988 price lists

NEW

ST. VITAL SCHOOL DIVISION #6

VICTOR MAGER SCHOOL

AN EARLY YEARS INTERVENTION PROGRAM

PR-SD6-519

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: St. Vital #6
SCHOOL: Victor Mager

AN EARLY YEARS INTERVENTION PROGRAM

DESCRIPTION OF NEED

29.6% below the low-income level
40% single parents
High transiency rate over; over 50% turnover of children throughout the year
ESL - largest number of any school in St. Vital School Division
Highest rate of referrals to CGC and CFS in the Division
15.3% of adults in the area have a less than grade 9 education

PROGRAM OBJECTIVE

1) to set up and operate a Parent Learning & Resource Centre within the school.
2) to provide a training program for parents, ESY staff, volunteers & community care givers in the areas of language development, math concepts, motor skills.
3) To provide opportunities for parents to be involved in their child's learning.
4) to demonstrate and model to parents & community care givers how the ESY curriculum can be enhanced at home.
5) To ensure ESY staff are available to work directly with parents & ESY children within the context of Parent/Child centered approach to learning.
6) To ensure that parents feel welcome in the school setting and are able to work cooperatively with ESY staff.

PROJECT DESCRIPTION

The setting up and operation of the Parent Learning & Resource Centre will be the base for ESY intervention programs. The space will be equipped with educational materials for parents and children and will be the base for ESY Intervention Training Program.
The ESY Intervention Teacher and ESY classroom teacher will work collaboratively and interchangeably to provide enhanced learning opportunities for parents and children. The ESY Intervention Assistant and ESY staff will be involved in home visits.
(Please refer to Roles of .5 ESY Intervention Teacher & Program Assistant).

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

The evaluation is intended to assess the extent to which the overall goals of the program have been effectively achieved. (See details of Evaluation included.)

RESOURCES REQUIRED

ME Contribution

Materials: $8,000.00
Personnel: $39,900.00

TOTAL PROJECT COSTS: $47,900.00

Division Contribution

Materials: Salaries
Personnel: Full Time Community Liaison Worker
Volunteer Co-ordinator
Re-Entry (CJS) Program
Program for Women

COMMENTS/CONTINGENCIES

St. Vital School Division has demonstrated its support for this program by assuming their commitment to the continued funding of the Volunteer Coordinator and Community Liaison Worker positions. The establishment of a Parent Learning Resource Centre, Re-Entry Program for Women and the continuance of the Volunteer Co-ordinator and Community Liaison Worker positions are specific needs of the community and are major components of Victor Mager's Community Education Model plan towards strengthening the Parent/School/Community partnership. This project is St. Vital School Division's only submission and has been identified as a high priority.

STAFF RECOMMENDATIONS

That this project be funded to a maximum of $47,900.00 to cover salaries of .5 ESY Intervention Teacher at $24,400.00 and a full time ESY Intervention Program Assistant at $15,500.00, materials and operating costs at $8,000.00. That Manitoba Education staff be involved in the evaluation. That an interim report be submitted April 15, 1990. That further funding be based on the results of the interim report.

NEW

RIVER EAST SCHOOL DIVISION #9

JOHN PRITCHARD SCHOOL

ELEMENTARY COUNSELLOR

PR-SD9-521

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East #9
SCHOOL: John Pritchard

ELEMENTARY COUNSELLOR

DESCRIPTION OF NEED

	1986	1988/89
K-9 population	550 (1988/89)	580
Single parent	23.4%	27%
Subsidized housing	13.2%	28%
Unemployment	4.3%	12.8%

Many students lack basic skills at a personal level which results in poor communication skills, poor self-concept, poor attitude and low motivation.

PROGRAM OBJECTIVE

To address the social and emotional needs of students in K to Grade 6.
To provide developmental, preventative and crisis counselling.

PROJECT DESCRIPTION

The elementary counsellor will provide co-operative, collaborative and consultative services to teachers and students by:
1) establishing contact with all students within the classroom setting
2) co-ordinate special programs (family life, personal safety, etc.)
3) offer various student group sessions (experiencing loss, etc.)
4) offer individual counselling
5) serve as a student advocate
6) establish a student/helper programme
7) provide crisis counselling
8) work with teachers to address individual student needs
9) provide resources to deal with student/classroom needs
10) co-ordinate support systems for students
11) collaborate with teachers to establish trust with students.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

1. The elementary counsellor would conference weekly with the resource teacher, administration, and other appropriate staff.
2. The School Support Team would regularly review and monitor the number and types of referrals.
3. Student progress would be monitored closely in the regular classroom by the home room teacher and resource teacher.
4. A close liaison and consultation process would be developed between home and school.
5. The Deputy Assistant Superintendent and/or Designate would consult with administration and staff on a regular three-month basis to evaluate the Program.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$23,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $23,000.00

COMMENTS/CONTINGENCIES

The junior high guidance counsellor is spending an increasing amount of time in assisting teachers to meet the needs of younger students and in providing counselling services to students in grades 1 - 6. The counsellor is unable to respond to all the needs at this level.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $23,000.00 for a .5 Elementary Counsellor. That an evaluation plan be developed in collaboration with Manitoba Education staff. That a staff needs assessment and a job description be submitted by October 15, 1989. That an implementation report be submitted by April 15, 1990.

A COMPENSATORY SUPPORT PROGRAM SUBMISSION

FOR THE ESTABLISHMENT OF AN

ELEMENTARY COUNSELLING PROGRAM

IN

JOHN PRITCHARD SCHOOL

RECEIVED
APR 17 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

H. Kojima, Principal

April 10, 1989

I. INTRODUCTION:

John Pritchard is a K to 9 school with a present population of approximately 580 students. It serves a community with a varied economic and social base, ranging from two-parent, upper-middle income families to single, welfare parents.

Within the past few years the school has experienced a gradual shift in the type of student entering John Pritchard, especially at the elementary level. At one time, the majority of the population came from single-dwelling, middle-income homes principally located on the west side of Henderson Highway, bordered by Kildonan Drive to the west and Hawthorne Avenue to the south. The aging population and the start of Second Language Programs throughout the school division have substantially affected the traditional source from which John Pritchard draws its student population. Correspondingly, there has been an increase in the building of multiple dwelling homes such as apartments on Henderson Highway and subsidized town houses on Donwood Drive. This has resulted in proportionately more students coming to John Pritchard from those areas.

II. DEMOGRAPHIC STUDY:

A school-based Student Support Team conducted a student-needs survey of all children in Grades K to 6. Home room teachers were asked to complete a 24-point questionnaire on each student. The following information was compiled from the results of the survey. At the K to 6 level as a whole, 27% of the students lived in a single-parent family with 28% living in subsidized housing. 12.8% had a parent unemployed and 3% were experiencing a family trauma or problem that teachers were aware of. Many students lacked basic skills (14.8%) at a personal level which resulted in poor communication skills (15.3%), poor self-concept (9.7%), poor attitude (10.2%) and low motivation (13.8%). Moreover, teachers felt that many school needs were not being met and that 14.8% also lacked basic academic skills which resulted in frustration (8.2%), poor attitude (10.2%), behavioral problems (8.2%), attention deficits (6%) and academic failure (7.7%). (see appendix).

It is to be noted that a similar survey was conducted in 1986. The data has indicated a consistent increase in the problems and disadvantages facing our elementary students.

III. EXISTING SCHOOL SUPPORTS:

For effective and meaningful educational programming to take place at the elementary level at John Pritchard, the school has attempted to respond appropriately to the increasing needs of its students. The following initiatives have been started:

a) Early Identification:

Within the first two weeks of school, the resource teacher and guidance counsellor have compiled and communicated relevant student data to all home room teachers. Potential students at risk have been clearly identified.

b) Program Modification:

The home room teachers, in conjunction with the resource teacher, have developed more individual and modified programs for specific students.

c) Support Team Assistance:

A support team, consisting of the administration, guidance counsellor, resource teachers and classroom teacher meet once a cycle to review the progress of students at risk, to facilitate the distribution of information, and to explore alternative teaching strategies.

d) Child Care Agency Networking:

The school has increased communication and contact with various child-care agencies (C.G.C./N.E.W.F.A.C.E.S.S./Knowles) to nurture a team approach.

e) A professional development plan has been established to enable staff to more effectively deal with a wider range of student abilities.

f) Volunteer Assistance:

The recruiting of volunteer parents has allowed for more individualized assistance to students.

g) Counselling Services:

The guidance counsellor at John Pritchard is officially designated to work at the junior high level. In fact, however, over the past few years more and more time has also been spent at the elementary levels to assist teachers and meet some of the needs of the younger children. At the present time, the counsellor has been spending time with students in grades 1 - 6 on individual counselling, crisis counselling, conflict resolution, peer problems and relations, and family problems. Group guidance classes are also held in grades 5 and 6 on adolescent growth and development; in grades 4,5 & 6 on personal hygiene, interpersonal relationships, and school attendance and academic performance. Programs dealing with personal safety are also actively being developed for grades K - 6.

In spite of the various initiatives undertaken to meet the needs of elementary students at John Pritchard, there are still a significant number of students who are experiencing difficulty. Our existing in-school support systems cannot respond appropriately to their greater needs. It is our recommendation, therefore, that an Elementary Counselling Program be established at John Pritchard to better respond to the needs of these students.

IV. PROPOSED ELEMENTARY COUNSELLING PROGRAM:

The K to 6 years are a time of dramatic physical, emotional and intellectual change. It is a time when children are at the most formative stage of their development. The objective of the Elementary Counselling Program would be to address the social and emotional needs of these children.

We recognize that, increasingly, our students are manifesting difficulties functioning within the existing structures of our school system. It is imperative, therefore, that we begin to address these issues earlier in their schooling. The focus of an Elementary Counselling Program will be three-fold: developmental, preventive and crisis counselling.

Aspects of the developmental focus:

- developing an understanding of themselves, themselves as an individual within their larger world, and themselves with relation to others (kits such as the DUSO-Developing Understanding of Self and Others - are excellent resources for use with K and Grade I children).
- development of social skills - friendship skills, social rules and roles.
- awareness of current issues with regard to their maturation and development - e.g. family life, career education, native students.
- exposure to discussion models (e.g. aimed at conflict resolution - Dr. John Allen's Guide to Classroom Discussion is an excellent resource re development of discussion skills related to group problem solving.)
- development of problem-solving strategies and skills.

- development of decision-making skills and strategies.

Aspects of the preventive focus:

- discussion of current issues, e.g. personal safety, substance abuse, media effects.
- discussion of life issues, e.g. death and loss, separation, family conflict.
- discussion of school issues, e.g. group and individual conflicts with peers, programmes, school workers.

Aspects of the crisis focus:

- co-ordinate student supports during crisis situations.
- provide support system as students indicate need (student initiated).
- serve as liaison to community resources and supports.
- serve as intermediary (where appropriate) in school-based crisis situations.
- co-ordinate and monitor individual student plans re school-based problem situations.

Role of Elementary Counsellor:

- co-operative, collaborative, and consultative function as student and teacher resource.

With Students (possible functions)

- establish contact with all students within the classroom setting - e.g. DUSO activities with K-1 students for 3-week block; scheduled discussion periods in classrooms, involving classroom issues.
- co-ordination of special programmes within classroom schedule, e.g. family life, personal safety.

- running various student groups based on expressed or apparent needs, e.g. group for students having difficulty on playground; students experiencing loss; alternative programme for students having difficulty dealing with unstructured lunch hour; students having difficulty completing assignments; and other issues.
- being accessible for students to request counselling, i.e. regular office hours, etc.
- serve as student advocate.
- establish a student/helper programme.
- provide support system during individual personal crises.

With teachers (possible functions)

- work with teachers to address individual student needs.
- provide resources to deal with student/classroom needs.
- co-ordinate support systems for students.
- take an active role in classroom activities, i.e. work collaboratively with teachers to establish trust with students.

At the Elementary level, we continue to deal with student problems at the crisis level, where it is generally the teacher that deals with the concern, in that she/he has the contact with the students. In order to begin to address the needs of students before they become crisis in proportion, it is essential to begin providing a developmental and preventive base for dealing with life issues. The role of Elementary Counsellor can begin to provide this function.

V. PROGRAM EVALUATION:

1. The elementary counsellor would conference weekly with the Resource teacher, administration, and other appropriate staff.
2. The School Support Team would regularly review and monitor the number and types of referrals.
3. Student progress would be monitored closely in the regular classroom by the home room teacher and resource teacher.
4. A close liaison and consultation process would be developed between home and school.
5. The Deputy Assistant Superintendent and/or Designate would consult with administration and staff on a regular three-month basis to evaluate the Program.

VI. PROGRAM BUDGET:

The professional staff would consist of one half-time Elementary Counsellor. The approximate cost would be $23,000.00.

VII. CONCLUSION:

The implementation of the Elementary Counselling Program would assist in dealing more effectively with many of the frustrations, low self-concepts, interpersonal needs, academic difficulties, and other personal problems that characterize an ever-increasing number of our elementary students. The costs of failure and alienation within the school environment can be challenged if the appropriate mechanism for prevention, intervention and remediation is in place.

APPENDIX

NEEDS	# OF STUDENTS	% OF POPULATION
1. Parent Unemployed	25	12.8%
2. Single Parent	53	27%
3. Adverse Cultural or Environmental Conditions	25	12.8%
4. Subsidized or Low Income Housing	55	28%
5. Change Schools Often	15	8%
6. Lack Communication Skills	30	15.3%
7. Withdrawn at School	11	5.6%
8. Frustrated	16	8.2%
9. Poor Self-Concept	19	9.7%
10. Truant Frequently	2	1%
11. Poor Attitude	20	10.2%
12. Lacks Basic Skills	29	14.8%
13. Has Ability but Low Grades	15	7.7%
14. Low Motivation	27	13.8%
15. Late Frequently	6	3%
16. Socio-Emotional Problems	18	9.2%
17. Family Problems	16	8.2%
18. Family Trauma	6	3%
19. Repeated a Grade	15	7.7%
20. Physical Disabilities	1	0.5%
21. Medical Problems	4	2%
22. Attention Deficit	12	6%
23. Behavior Problems	16	8.2%
24. Lack of Outside Interests	9	4.6%

Total elementary population = 196 (Sept. 30, 1988)

NEW

RIVER EAST SCHOOL DIVISION #9

POLSON SCHOOL

ELEMENTARY COUNSELLOR/COMMUNITY LIAISON WORKER

PR-SD9-520

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East #9
SCHOOL: Polson

ELEMENTARY COUNSELLOR/COMMUNITY LIAISON WORKER

DESCRIPTION OF NEED

See attached.

PROGRAM OBJECTIVE

To provide support for at-risk students.
To provide successful educational experiences for these students.
To provide counselling, consulting and co-ordinating services.
To increase communication among all members of the school community.

PROJECT DESCRIPTION

Primary activities of the Counsellor/Community Liaison Worker would include:
- work with the school team in crisis intervention
- help students understand the schooling process
- provide ways for the students to adjust to different people within their day
- support students in developing strategies other than confrontation and aggression
- provide counselling on friendship, individually and in small groups
- provide opportunities for the students to be able to talk through emotions and experiences that lead to difficulties
- include intensive interaction with the families of the students
- provide pro-active preventative programming
- provide information on parenting programs, lead, and/or participate in parenting programs
- be a resource for parents concerning other agencies within the community
- co-ordinate meetings, activities and resources
- identify professional development activities for the staff

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

See attached.

RESOURCES REQUIRED

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$40,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $40,000.00

COMMENTS/CONTINGENCIES

The staff has planned a 2 day workshop on preventative discipline approaches. In-service time will be set aside during the 1989-90 school year to develop the counselling program.

Panel recommended no further funding for Community Liaison positions.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $20,000.00 for a .5 elementary counsellor. That an evaluation plan be developed in collaboration with Manitoba Education staff. That a staff needs assessment and a job description be submitted by October 15, 1989. That an implementation report be submitted by April 15, 1990.

ELEMENTARY COUNSELLOR/COMMUNITY LIAISON WORKER
Polson School

DESCRIPTION OF NEED

	1988/89	1989/90
K-6 Population	224	212
Regular Program	180	180
Special Education Programs	44	32
Single parent families	41	34
Native students	18	18
ESL Students	22	22
Migrancy	31%	39%

88% of the student populations resides in the Elmwood area (within Core Area Initiative boundaries).

Regular classes are heavily loaded with students with academic, social and behavioural problems. There is a lack of support staff in the counselling area to assist teachers in meeting the social and behavioural needs of students.

YEAR I EVALUATION PLANS

1. Monthly meetings with administration, designated staff members, and support personnel to discuss priorization of caseload and any difficulties encountered.

2. Weekly meetings at the beginning of the school year with administration to discuss ongoing situations.

3. Crisis meetings to take place at the earliest opportunity.

4. Written records of all meetings involving discussion of students with members of team.

5. Recorded meetings at approximate four-week intervals with C.G.C. staff, resource teacher, and administration.

6. In the first year written data collection through questionnaires and open-ended written questions from all team members.

7. Statistical data collection of actual workload of Counsellor/Community Liaison Worker, including percentage of time spent on various activities as defined earlier.

RECEIVED
APR 17 1989
MANITOBA EDUCATION
INNER CITY INITIATIVE

APPLICATION

RE	: Compensatory Support Grant
SPONSORING SCHOOL	: Polson Elementary School River East School Division #9
SUBMISSION REQUEST	: Elementary School Guidance Counsellor Community Liaison Worker
DATE	: April 15, 1989
SUBMITTED BY	: Mrs. H. McCracken Principal

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1989
Per .....
A.M. ____ P.M.

INTRODUCTION

The teachers, administration and community members of Polson School would like to express concern that some children in the school are not having the opportunity to develop to their educational potential in the classroom situation.

I. The School Community

This proposal deals specifically with the students who live within the school's catchment area and attend regular classes at Polson School. Many of the students in the regular stream are experiencing great difficulty. A pro-active approach towards dealing with the difficulties encountered at the earliest ages possible benefits both the school system and the larger community.

Polson School is a dual track Regular program /Special Education program elementary school for children from grades Kindergarten to Six. The school population totals 212 students, 180 in the regular program and 32 in Special Education programs in self-contained classrooms.

Within the catchment area of this school 88% of the population of students come from an area designated by Core Area Initiatives as Core Area. Statistics from our own school and from Statistics Canada indicate that:

- thirty-four children come from Single Parent families
- six children are living in foster homes.
- forty-three children have been identified as coming from blended families.
- twenty-two of our two-parent families have both parents working as the income brought in by one parent is not sufficient to raise the family above the poverty line.
- 18 children of Native ancestry have been identified as having limited proficiency in English and Canadian culture difficulties. Many have recently come from reserves and inner city areas.
- Twenty-two E.S.L children (approximately 10 per cent of our population) are integrated into the school. Some of the E.S.L. children require both academic and social intervention as they have backgrounds which include refugee experiences and broken schooling and are now going through cultural adjustment difficulties in their new country.
- a large proportion of the families have low incomes (Stats Canada)

- twenty-two families are unemployed
- most live in private-ownership rental housing or very small homes, or apartments. Few of the families in the area own their own home.
- sixty two children are new to Polson School within the past eighteen months, not including Kindergarten

Special Needs Students

In every class there are several Special Needs students who need programming considerations. These students have a complex variety of behavioural problems, social and/or academic difficulties in the classrooms. Several others have been identified as having severe enough social and/or behaviour problems to warrant special programming.

Special Needs students with physical disabilities such as visual or hearing impairment or perceptual motor problems are also included in the regular stream with resource support.

Many students in the school are not classified as having Special Needs but do have a variety of problems in their environment which make them susceptible.

Mainstreamed Special Education Students

Fourteen children from grades Two through Six at Polson School are identified Low Incidence students in need of Special Education programming in the regular program. Almost all of these children have difficulties in more than one program area, and several of them have severe social and behavioural difficulties as well. Three students who had previously been in the developmental education self-contained classes are from the local catchment area and have been re-integrated into the regular program. Seven other students have been identified as Special Education through the Resource program. In addition two children have moved into the area with IEPs already in place. Two children have been identified as behaviourally disordered.

Attendance

Since September there has been a mobility rate of 39%, up since the 28% mobility rate for the entire session 1983-84. Children attend school regularly, as school seems to be a safe haven for many.

SCHOOL COMMUNITY BY GRADE

File: statsrep
Report: CLASS
30 1 name

	1 name:	2 RESOURCE:	3 PSYCHOLOGIST:	4 SP & LANG:	5 SOCIAL WORK:	6 READING:	7 NATIVE LANGUAGE:	8 ESL:	9 ACADEMICS:	10 IEP:	11 MAINSTREAMED:	12 BEHAVIOUR:	13 HEARING:	14 VISION:	15 SEATING:	16 ATTENDANCE POOR	17 INCIDENCE:	18 SINGLE PARENT:	19 BLENDED FAMILIES:	20 2 PARENTS WORK:	21 UNEMPLOYED:	22 WELFARE:	23 TRANSIENT:	24 OTHER AGENCIES:	25 FOSTER ETC.:	26 OVERAGE:	Grade Total
Kindergarten	2	0	1	0	0	6	2	0	1	0	0	0	0	0	2	1	1	5	5	2	3	3	4	2	1	0	23
Grade 1	6	3	2	1	0	0	6	0	1	10	7	4	1	0	7	0	0	5	1	1	1	2	5	2	0	0	28
Grade 2	7	6	5	1	2	4	1	4	4	1	3	3	3	4	1	1	0	4	6	5	1	2	2	1	3	1	27
Grade 3	11	7	4	4	3	3	3	7	7	3	7	1	1	0	2	1	4	3	10	2	7	3	1	7	1	2	4	33
Grade 4	7	3	4	2	2	1	2	3	4	5	4	9	2	3	3	2	5	4	5	1	4	3	1	2	1	3	4	3	22
Grade 5	2	0	2	0	1	2	1	0	1	0	0	0	0	1	0	1	0	1	4	3	1	3	6	5	1	8	3	0	1	0	20
Grade 6	10	7	5	1	3	4	1	4	1	4	7	1	6	4	1	0	1	2	2	1	1	3	7	4	7	3	1	4	5	9	2	5	27
	45	26	23	9	12	21	12	27	19	22	29	14	26	11	9	5	6	17	34	43	18	22	32	26	29	10	12	1					180

SCHOOL COMMUNITY BY TOTAL

EXISTING SCHOOL SUPPORTS

To provide a program and supports that will meet the needs of the students who are not currently being successful in the school situation a network of supports has been set up within the school. The specific goal is to provide successful educational experiences for these students in the school.

A. Teacher Assistance Team

Before a student is identified as requiring additional counselling, having Special Needs or needing Special Education, either in the academic, behavioural, or social area, the classroom teacher has an opportunity to get assistance from within the school. S/he fills out a Request for Assistance form when s/he is having difficulty with the student in the classroom and gives it to the Teacher Assistance Team. The TAT is comprised of a fellow staff member, the Resource teacher, and an administrator who set up a framework from which to analyse the difficulties encountered and assist the teacher in solving any problems within the classroom. At this time other staff may be designated to do further assessments, provide paraprofessional supports, etc.

B. Resource Program

In addition to the general academic supports given through the Resource program, the Resource teacher spends approximately twenty percent of her time in counselling activities, and developing problem solving skills with children who engage in inappropriate social interactions. A language development program has been set up through the resource program to address the language difficulties of our Native and ESL students.

C. Administration

The administration is involved at several points in the development of IEPs for all Special Education children placed in the regular classes. Both Principal and Vice-Principal are involved in problem-solving and counselling with individuals and small groups who engage in inappropriate bahaviours. Conflict-resolution programs are being conducted by different classes and administration as an ongoing part of the counselling process.

D. Staff

D. Staff

The teachers on staff are responsible for making modifications to programs where required, to respond to the behavioural and social needs of students in the classroom. The teachers meet on a weekly basis through the Resource program to discuss possible methods of dealing with specific difficulties. One teacher has had considerable success in class, using counselling skills gained through in-servicing. Some teachers on staff have been requesting and receiving in-servicing on Core Area concerns, counselling techniques and classroom management assistance.

E. Support Agencies

Monthly meetings have been established with the Child Guidance team and include administration and classroom teachers to review progress of students. Support is usually given on a collaborative consultative basis, although limited direct service is provided.

F. Community Involvement

The Polson School Community Association is actively involved in fund-raising to provide enrichment in programs that some of these children may never otherwise experience.

A special parent group has been set up for the single purpose of fund-raising for camp at the Grades Five and Six level as well as for Special Education students as the the fees would be beyond the financial ability of many parents.

The Community Association has run for a number of years a supervised lunch program at minimal cost. Students attending this are all from the regular program. Minimum attendance is about forty students and is higher particularly in the winter.

A before-and-after-school-care parent committee has been trying to obtain funding to run a government-funded school-age before-and-after daycare program. Board approval for the use of the mini-gym for this purpose has been given. The school totally supports this, seeing a great need.

G. Inter-School Networking

Junior High (Marginal Program and Special Friends) and High School (Work Education and Child Care) students have been trained by staff members to provide tutoring for students on an individual and small group basis.

School Concerns

The school division has expressed support for the placement of guidance counsellors at the elementary level and intends to provide funding as soon as the budget allows.

Given the resources available, Polson School has put in place a large number of supports for our students. However, many of our students are experiencing great difficulty. The educational progress and in particular the social progress of many children has been hindered by:-

1. regular classes heavily loaded with students with academic, social and behavioural problems

2. lack of support staff in the counselling area to ease the burden of the classroom teacher in the social and behavioural areas

GENERAL GOAL

Teachers and parents have indicated a desire to have an Elementary Guidance Counsellor/Community Liaison Worker on staff to provide support for at-risk students. These students are not currently being successful in the school situation due to all or some of the handicapping conditions listed below. The specific goal is to provide successful educational experiences for these students in the school.

The Target Population

The target population of this proposal are children in the regular program who have been experiencing difficulties both behaviourally and socially. Their educational progress and in particular their academic progress have been hindered by these factors.

Characteristics of Target Population

Some of the characteristics show that the students

- exhibit inappropriate attitudes toward schooling
- expeience difficulty in academic program
- lack flexibility for specialist programs
- solve problems in a confrontational and aggressive manner
- arrive late or are absent from school for inappropriate reasons
- cannot follow through sequence of events and initiating factors
- are unable to accept responsibility for own inappropriate behaviour
- cannot understand the other side of a situation
- have difficulties socializing with each other both in school and out of school
- have difficulty verbalizing problems
- generally underachieve in school due to importance of other factors in their lives

ROLE OF GUIDANCE COUNSELLOR/COMMUNITY LIAISON WORKER

Elementary Guidance and Counselling

The role of the Guidance Counsellor/Community Liaison Worker would be counselling, consulting, and co-ordinating activities with the rest of the school team.

The Counselling component would consist of working with the individual within his or her environment. This would include individual, small group, and family sessions where appropriate. The Community Laiason component would increase productive communication among all members of the school community.

Primary activities of the Counsellor/Community Liaison Worker would include:

- work with the school team in crisis intervention
- help students understand the schooling process
- provide ways for the students to adjust to different people within their day
- support students in developing strategies other than confrontation and aggression
- provide counselling on friendship, individually and in small groups
- provide opportunities for the students to be able to talk through emotions and experiences that lead to difficulties
- include intensive interaction with the families of the students
- provide pro-active preventative programming
- provide information on parenting programs, lead, and/or participate in parenting programs
- be a resource for parents concerning other agencies within the community

The Counsellor/Community Liaison Worker, in co-operation with administration, will be responsible for co-ordinating meetings, activities and resources related to the position. The consultative component would consist of working with all

members of the team (e.g., parents, school, CGC, other agencies).

The Counsellor/Community Liaison Worker, by the nature of the child-advocacy thrust of the position, would often be able to identify needed professional development for the staff. This would include providing or facilitating appropriate in-servicing for staff where necessary.

STAFF DEVELOPMENT PLAN

The general focus of staff development is to continue and expand programs already initiated. Professional development is directed toward specific individual situations. School-wide inservicing also takes place.

Specific staff development will contine to be encouraged through sending teachers to conferences, in-services, and workshops on children at risk, etc. A large portion of the local school's substitute budget has been set aside for this purpose.

The school as a whole is planning a two-day professional development workshop on preventative discipline approaches for students in the Core Area. The staff members have already undergone intensive training in the Personal Safety program.

Specifics

May 29,30 1989 - Staff in-service on Positive Discipline for Students

June 29, 1989 - Continuation of staff in-service on Positive Discipline

August 29, 1989 - In-Service time will be allotted to discuss and describe the role of the guidance counsellor in the school and to introduce Counsellor/Community Liaison Worker to staff.

Winter 89-90

- In-Service on topic to be determined later relating to the new position on staff.
- Two members of staff are pursuing a program in counselling skills to provide support to counselling program in school.
- Staff members will be given release time to meet with the guidance counsellor when necessary.
- Staff will be released to attend conferences identified as appropriate through the counselling program (e.g., CEC, ESL, etc.)

PROGRAM EVALUATION

Evaluation will be undertaken on a joint basis involving all participants in the counselling team. The administration will facilitate the process of ensuring that ongoing informal evaluation will be given throughout the school year in order to adapt the program, where necessary. More formal evaluation procedures will also be put in place as well.

Specifics

1. Monthly meetings with administration, designated staff members, and support personnel to discuss priorization of caseload and any difficulties encountered.

2. Weekly meetings at the beginning of the school year with administration to discuss ongoing situations.

3. Crisis meetings to take place at the earliest opportunity.

4. Written records of all meetings involving discussion of students with members of team.

5. Recorded meetings at approximate four-week intervals with C.G.C. staff, Resource teacher, and administration.

6. In the first year written data collection through questionnaires and open-ended written questions from all team members.

7. Statistical data collection of actual workload of Counsellor/Community Liaison Worker, including percentage of time spent on various activities as defined earlier.

BUDGET

$40,000 to pay for the salary of a full-time Elementary Counsellor/Community Liaison Worker.

NEW

ST. JAMES-ASSINIBOIA SCHOOL DIVISION #2

BROOKLANDS SCHOOL

READING/WRITING IMMERSION PROGRAM

PR-SD2-523

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: St. James-Assiniboia #2
SCHOOL: Brooklands

READING/WRITING IMMERSION (R/WI)

DESCRIPTION OF NEED

Brooklands School has demonstrated longstanding needs in literacy development. Many parents are either illiterate or have low literacy skills. Sixty-five (N-4) students have been referred to the Educational Support Services Speech & Language Clinician in the areas of receptive and expressive language. 70% of the grade one students are receiving daily language support from the resource teacher and an educational assistant. Approximately one-half of these students are Native or have English as a Second Language.

PROGRAM OBJECTIVE

1) identify children who are at-risk of literacy failure at the beginning of literature instruction;
2) provide intervention which is early and specific, and therefore, increases the chances for children to develop effective literacy strategies;
3) work with at-risk children for a period of 12 weeks, or until they reach the criteria that they are performing at a level equal to the average performance of their classroom peers;
4) provide an intensive professional development component for teachers that promotes the growth of effective teacher decision-making in the teaching of reading and writing; and,
5) provide professional development training for teachers that builds on the knowledge base of the participating teacher.

PROJECT DESCRIPTION

The R/WI program is designed to support at-risk grade one students to reduce literacy failure. Highly trained teachers will provide 30 - 45 minutes of daily instruction within whole classroom settings, in one-to-one and/or group situations. This is a three year pilot program and includes the following components:

1) Teacher Training
This includes courses that have a clinical component (eg: demonstration teaching), background theory in reading and writing, skills for training other teachers, and data collection. Teachers will be supervised and their performance will be evaluated and discussed.

2) Program for Children
Children will be identified using a multi-measurement approach. Students skills will be developed in the areas of reading (interest, behaviour, book knowledge and library skills, comprehension, reading strategies) and writing (interest, behaviour, authoring knowledge and writing strategies, conferencing).

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

The University of Manitoba will evaluate the implementation of the program (observations, surveying/interviewing staff and students) and student outcomes (reading ability, classroom behaviour, attendance, school mobility, writing skills and attitudes toward reading). An evaluation committee will be established to direct the program evaluation. See attached proposal from the University of Manitoba.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$3,000.00	**Materials:**	
Personnel:	$25,200.00 (.6 teacher) & $ 8,000.00 (University personnel)	**Personnel:**	
TOTAL PROJECT COSTS:	$36,200.00		

COMMENTS/CONTINGENCIES

During the developmental phase St. James-Assiniboia Division #2, Winnipeg School Division #1, University of Manitoba and Inner City Initiative collaboratively designed the program components. The Winnipeg School Division No. 1 and the University of Manitoba are discussing the University's willingness to review and adapt the program to meet the interest of several Winnipeg #1 schools. Winnipeg #1's participation is based on modifications to school participation, University participation and costs. St. James-Assiniboia would willingly participate in a modified program. Brooklands' trained teacher will provide professional development sessions for school and Division staff to assist the Division in providing preventative programs for at-risk grade one students.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $36,200.00 ($25,200.00 for a .6 teacher, $8,000.00 for University personnel, $3,000.00 for materials). Funding is contingent upon the following:

1) That the University is able to deliver the teacher training component of the program.
2) That an interim report be submitted by April 15, 1990.
3) That a Management Committee be established to implement, manage and evaluate the project. Manitoba Education staff should have representation on this committee.

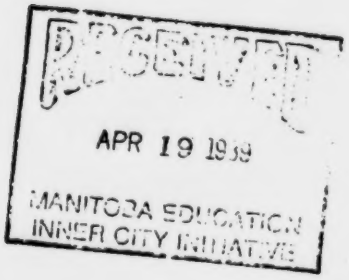
Brooklands School

5-206

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

Butterworth Wing
Ph. 633-9630



April 17, 1989

Ms. Erika Kreis
Program Consultant
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Erika,

Brooklands School is most interested in participating in the Reading/Writing Immersion Program as developed in cooperation with the Compensatory Education Branch of Inner City Initiative and the University of Manitoba. It is my belief that this program would assist the school in meeting the needs of a number of "at risk" students within the grade one school population. In addition, the strong professional development component would be effective in providing a preventative dimension to programming within the early years.

Do not hesitate to contact me if you have any questions related to the enclosed Reading/Writing Immersion proposal from Brooklands School. Otherwise, thank you for your consideration of this project proposal.

Sincerely,

Mr. J. Z. Friesen
Superintendent, Elementary Schools

Brooklands School

1950 Pacific Avenue
Winnipeg, Manitoba R2R 0G4

Krawchyk Wing
Ph. 633-6221

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READING/WRITING IMMERSION PROJECT

Brooklands School profiles as a core area school and has demonstrated longstanding needs in the area of literacy development. Many of our parents are either illiterate or have very low literacy skills and do not model reading and writing for information and enjoyment nor do they provide our students with good children's literature to read within the home.

Currently sixty-five students within our Early Years classes (Nursery to grade four) exhibit significant delays in the areas of receptive and expressive language and have been referred to our Educational Support Services' Speech and Language Clinician. Daily language support is provided by our Resource teacher and an Educational Assistant for seventy percent of our grade one students as well. Since approximately one-half of these students also qualify as being English Second Language (E.S.L.) and/or Native, an intensive amount of input is required.

Reading/Writing Immersion is modelled on the Reading Recovery program developed and originally implemented in New Zealand by Marie Clay. Through this program high-risk students are identified in their first year of reading instruction. These students are then provided with an intensive, highly individualized program of instruction for an extended period of time. Teacher training and staff development are also integral components of Reading/Writing Immersion.

Specifically, the objectives of the Reading/Writing Immersion program will be to:

1. identify children who are at-risk of literacy failure at the beginning of literacy instruction;

2. provide intervention which is early and specific, and therefore, increases the chances for children to develop effective literacy strategies;

3. work with at-risk children for a period of twelve weeks, or until they reach the criteria that they are performing at a level equal to the average performance of their classroom peers;

4. provide an intensive professional development component for teachers that promotes the growth of effective teacher decision-making in the teaching of reading and writing; and,

5. provide professional development training for teachers that builds on the knowledge base of the participating teacher.

A comprehensive proposal which includes a description of the program, as well as the evaluation plan has been developed by the University of Manitoba and is included for your interest and information.

In order to implement this program effectively at Brooklands School an additional .6 teacher would be required. This teacher would provide release time for the grade one teacher to participate in staff development training sessions through the University of Manitoba and to utilize learned skills in programming for "at risk" students within the class. In addition, our grade one teacher would liaise with our Resource Teacher and would be active in providing professional development at both the school and Divisional level. The administration also would be active in the implementation of this program. Our "Borrow-A-Book" home reading program would be continued at Brooklands School in order to involve parents in assisting their children at home.

A proposed budget has been included that outlines anticipated costs for the 1989-90 school year. Our hope would be to extend the program, particularly the professional development component throughout the primary classes.

PROPOSED BUDGET

PROJECTS COMMITMENTS AND COSTS

	YEAR ONE
DIVISION COSTS:	
University Tuition for Grade 1 teacher:	$650.
Textbooks, materials:	$150.
Resource time	
Administration time	
COMPENSATORY COSTS:	
Teacher .6:	$25,200.
Reading materials:	3,000.
UNIVERSITY OF MANITOBA:	
Provision of Student Resource (after degree) program student to substitute for school resource teacher	
Consultation time with school	

READING/WRITING IMMERSION: A DECISION-MAKING LITERACY DEVELOPMENT PROGRAM

A PROPOSAL

Gary Kilarr, Ed.D.
Gerald Bravi, Ph.D.
Paul R. Madak, Ph.D.

January 16, 1989

READING/WRITING IMMERSION: A DECISION-MAKING LITERACY DEVELOPMENT PROGRAM

The Reading/Writing Immersion Program is an attempt to draw attention to and teach inner city students the integrated act called literacy. The program will emphasize the understanding and application of the underlying strategies needed to construct meaning when reading or producing written text. It stresses that reading and writing are complex skills requiring the coordination of a number of interrelated sources of information.

When reading and writing are viewed in this fashion, it becomes apparent that they are both processes. Each process requires the construction of meaning through the dynamic interaction among: the reader or writer's existing knowledge, new information garnered from text or other sources, and the context and/or purpose of the reading or writing task. In other words, as recent research suggests, reading and writing are active processes involving the use of a combination of skills which include knowledge about "how to read or write" and the reader or writer's existing knowledge of the topic and task at hand. By drawing on these sources of knowledge, readers and writers construct their own representation of meaning.

Proficient reading and writing take place only when their various subskills are integrated to produce a holistic, fluent or automatic process. Much of today's literacy research has indicated that education has failed in making reading and writing a coherent process in which children learn to monitor and self-correct. Instead, reading and writing have often been taught by focusing instruction on isolated subskill clusters that have been empirically or logically derived. This assumption, reflected by instructional practice, that the whole is equal to its parts is a misconception. The tasks or subskills of the reading and writing processes are interdependent and interact at all times. Only when all the skills and tasks are unified into a single process serving personal needs does true reading or writing come into being.

Proficient readers and writers are aware of and employ cognitive strategies or processes as they read and write. Successful comprehenders and producers of text generally understand that the purpose of reading and writing is to construct meaning. They know how to use specific strategies or processes to facilitate this construction, and they monitor and regulate their own comprehension or production as they read and write. In other words, they are better able to control their own learning. The literature usually refers to these cognitive strategies or processes as metacognition.

The integration of the language arts (or whole language) is the focus for learning literacy in our schools (1982 Provincial guide). However, just doing whole language activities is not enough. Through this project, teachers will be trained to develop frameworks for structuring the processes for learning to read, write, listen and speak in whole language environments and in particular, develop observation skills which will allow them to make subsequent curricular decisions in order to increase the effectiveness of whole language philosophy.

Research Base

Learning to read and write occurs best through authentic reading and writing events as social entities (Goodman, 1987). The impact of the social aspects of literacy is inherent in the works of Piaget, Vygotsky, Bruner, Smith, Goodman, Harste and Burke. Within such a literacy social setting the need for language use develops as a driving force to help children use strategies to construct and interpret messages from texts. The following research based statements form the basis for the program.

- Reading and writing are context-specific: what is learned about reading and writing is a reflection of the particular situation in which the learning is occurring.
- Choice is an essential element for learning; there must be opportunities for students to choose what to read and what to write about.
- Integrated language activities are those which support students in their use of all aspects of language and speaking; students learn about reading and writing while listening; they learn about writing from reading and gain insight about reading from writing.
- Language and language learning are social activities; they occur best in a situation which encourages discussion and a sharing of knowledge and ideas.
- Language learning necessarily involves the risk of trying new strategies; error is inherent in the process.
- Learning to read and write is a reflective process which is suggested best by the teacher directly asking the learners to articulate what they think they have learned.

Program Introduction

The Reading/Writing Immersion (R/WI) program is designed to support at-risk children of the inner city to reduce literacy failure. The underlying premise of the program is that early and specific literacy instruction directed toward at-risk children is useful in preventing failure. In the program, highly trained teachers develop their instruction in response to the meaning making decisions of the individual child. The children are immersed in a literate environment using learning strategies that lead them to become independent and resourceful learners in their own classrooms. At-risk children receive 30-45 minutes of daily instruction within whole classroom settings, in one-to-one and/or group situations.

This program will have some of the elements of the Reading Recovery Program as developed in New Zealand. For example, teachers will be trained in systematic observation which is a prime component in the Reading Recovery Program as found in the text: The Early Detection of Reading Difficulties (Marie M. Clay, 1985, 3rd. Edition, Heinemann). The program is developed collaboratively between the University of Manitoba, Inner City Initiative and the teachers in the participating school divisions. The program is research based and changes in response to new research findings. Programs for the children will average 12 weeks. It is anticipated that the children who are discontinued from the program continue their progress in their regular classroom without additional support. For the purposes of this project, at-risk children will be defined as those children identified by the classroom teacher as performing at least 6 months behind their classroom peers.

General Program Goals - The general goals of the Reading/Writing Immersion program will be to:

1) identify children who are at-risk of literacy failure at the beginning of literacy instruction;

2) provide intervention which is early and specific, and therefore, increases the chances for children to develop effective literacy strategies;

3) work with at-risk children for a period of 12 weeks, or until they reach the criteria that they are performing at a level equal to the average performance of their classroom peers;

4) provide an intensive professional development component for teachers that promotes the growth of effective teacher decision-making in the teaching of reading and writing; and,

5) provide professional development training for teachers that builds on the knowledge base of the participating teacher.

General Program Outline - The following represents the involvement of the school divisions, Inner City Initiative, and the University of Manitoba, Faculty of Education.

Year One

1) A nine-month teacher leader training program to be held under the auspices of the University of Manitoba (see section on timeliness). Classes to be held once a week on Wednesdays (12:30 noon to 5:30 pm).

2) Teachers selected on criteria collaboratively developed with school divisions and university.

2) Teachers to work 1/2 days teaching children in R/WI.

3) Tuition, books and materials costs are born by the school divisions.

4) School division and university personnel to collect and maintain data on Reading/Writing Immersion in accordance with guidelines for evaluation to be performed by university.

Years Two and Three

1) Teachers to work 1/2 days teaching children in R/WI within a classroom setting.

2) School divisions to collaborate with university personnel in planning for the project's and particular division's needs.

3) University personnel to assist R/WI teacher in providing an extension of the program to interested school staff.

4) School divisions and university personnel to collect and maintain data on R/WI children in accordance with guidelines for evaluation to be performed by the university.

5) University personnel to provide resources and supervision for technical assistance to the R/WI teacher for year two and year three.

6) Project personnel to provide a report for each year of the program.

Year I Timeline - Listed below is the timeline for the R/WI Program for the first year. Second year timeliness are to be developed in collaboration with Inner City Initiatives and the school divisions at the end of Year I.

April 1989	Selection of participating teachers.
May-June 1989	U. of M. faculty and participating teachers collaborate to:

-establish data base;

-develop teaching profile with interviews, and observation protocols as well as written structure of reading and writing beliefs and instruction;

-develop student profiles with existing

school data, antidotal observations, interviews, running records and three writing samples; and,
-provide initial ethnographic training.

August, 1989 for 2 days 4:00 pm to 7:30 pm	Begin initial course instruction/orientation.
Sept., 1989, for 6 days 4:00 pm to 7:30 pm	Theoretical components of program.
Oct. - Dec., 1989, 7 days 12:30 - 5:30	Theoretical components with practical component and 2 hours of observation by instructors for each participating teacher.
Jan. - April, 1990, 10 days 9:00 am - 5:30. 6 days 12:30 - 5:30	Continued practical component - two observations per teacher (morning observations held at each school, 1 hour in length, 4 teacher observers plus instructor per school, two observations per school). Discussion of observations. Data collection and analysis for further planning and instruction.
May - June, 1990, 8 days 12:30 - 5:30	Preparation of first year report and feedback to participating teachers. Also includes the continuation of training sessions and preparation for Year II.

Specific Student Goals for Reading - The goals listed below are the specific skill areas that will be developed in students who have been identified as being at-risk.

1) Interest Behavior

- interest in reading is generated by observing people who display a constant interest in books.

- asks to be read to and often wants the same book many times over.

- when given a choice of activities, will choose to look at a book independently in free time.

- expresses a desire to own or borrow books and voluntarily brings books from home to be read to the class.

- shows a desire to learn to read/practices "make believe" reading.

- is willing to make attempts in using unfamiliar language.

- begins to ask about print (e.g., how to print or read a letter, word or phrase, etc.).

- expresses a desire to read a book or piece of writing with the class or individual class member.

- looks to books for enjoyment, to satisfy curiosity, and gain information.

- is able to listen for increasingly longer times to stories.

2) Book Knowledge and Library Skills

- attends to print rather than to picture when read to (i.e., understands print carries the message).

- can locate the beginning and the end of a story in print.

- understands directionality of books (i.e., the print is read from top to bottom of page and from left to right).

- can identify and use book terms such as page, author, illustrator, title, page numbers, title page, and spine.

- has basic library knowledge:
  a) knows card pocket and card use;
  b) can check out and return books correctly; and,
  c) can locate different sections of the library.

3) Comprehension

- understands the meaning of various signs and signals (other than words) in his/her environment (e.g., stop sign).

- can tell a story from a simple sequence of pictures.

- can follow simple oral directions.

- participates in language experience activities (areas to be noted include quality, quantity, and diversity of language).

- when being read to or when reading can fill in a recurring word or phrase in a familiar story (i.e., can predict what the missing word or phrase is because he/she understands the story and understands how language is used).

- when reading aloud, uses voice intonation to enhance meaning.

- through retelling or through comprehension questions can begin to discuss inferences, predictions of outcomes, or sequence of stories.

- begins to understand various aspects of story such as fact and fantasy, setting, plot, and characters.

- begins to make a personal evaluation of material read.

- becomes familiar with book language (e.g., once upon a time) - many features of which differ from spoken language.

- is able to form mental pictures (i.e., builds up a personal context for what is read. For example, may form images of characters and settings.

- can identify mood and tone and enjoys humor.

- begins to understand that reading is a predicting process. That readers:
  a) make predictions about what a word phrase, story line or book will be;
  b) check those predictions with the print; and,
  c) then corrects predictions or read on with reassessed predictions.

4) Reading Strategies

- can relate reading material to personal experiences.

- can reproduce from memory short sentences or familiar parts of stories.

- uses directionality when sequencing pictures.

- uses directionality when following print.

- can discriminate between a long and short word, orally and visually.

- can discriminate between letters and numbers.

- recreates a story line from meaning, occasionally attending to print. With subsequent story readings and reconstruction, the story line more closely approximates the printed story.

- can word-eye-finger match:
  a) can point to each word as it is spoken; and/or,
  b) matches word or phrases on a chart story.

- when reading new or unknown words in a story may:
  a) predict what the word will be; and,
  b) check the prediction by using knowledge of letter sounds.

- begins to predict unknown words in verse through meaning, grammar, and identifying rhyming words.

- uses context or meaning of what is being read to predict and/or identify new words.

- acquires sight words by reading those words often within complete language (e.g., story or experience story) or within supportive context (e.g., picture dictionaries or environmental signs).

- will skip a word if unable to read it and read on.

- knows how to substitute a word that makes sense for an unknown word and reads on (e.g., reading house for home or rug for mat). Substitute a word that fits with context and/or grammatical function of unknown word. When reading an unknown proper name, will substitute another name. Knows that two or more words may be substituted for one word or vice versa.

- when reading and coming to something he/she does no know, will return to beginning of sentence or phrase and try again.

- understands reading is a predictive process by:
  a) making predictions about meaning and grammatical acceptability while monitoring the print; and,
  b) self-correcting when something does not make sense.

- is developing the ability to recognize sound-symbol correspondence and uses sound-symbol correspondence to

identify new words.

- when reading and coming to something he/she does not know, will look up to pictures in story, picture dictionaries, or other support clues to help understand the words.

Specific Student Goals for Writing

1) Interest Behavior

- interest is generated by observing people who display a constant interest in writing.

- when given a choice of activities, will choose to do some writing independently.

- begins to ask about print (e.g., how to print a letter, word or phrase, etc.).

- seems to view self as an effective author:
  a) when dictating writing; and,
  b) during independent writing.

2) Authoring Knowledge and Writing Strategies

- takes risks as a writer in:
  a) choosing writing topics (brainstorming);
  b) producing meaningful writing;
  c) spelling with functional spelling to maintain meaning;
  d) revising writing with intent to mean; and,
  e) sharing own writing.

- choose to pursue topics of interest as a writer.

- uses a variety of resources and literature to learn about self-selected topics.

- sticks with a plan in writing.

- raises questions that may lead to new learning.

- willingness to edit (make contextual changes).

- begins to develop systematic use of written conventions (e.g., capitals, punctuation, etc.).

- uses literacy patterns as a means to write.

- produces written text with a beginning, middle and an end.

- spelling moves toward standard.

- handwriting is functional for purpose of writing.

- handwriting moves toward standard.

- reads as a writer to:
  a) borrow from other texts;
  b) ask questions or makes comments about conventions;
  c) ask questions or makes comments about what writer do; and,
  d) ask questions or makes comments about parts of books as a writer.

- illustrates writings as a writer to clarify meaning of test.

3) Conferencing

- uses writing folder to keep track of writings.

- ask for conference for specific purpose.

- in a conference can respond to the following questions:
  a) What is your piece about?;
  b) Where are you up to?;
  c) What will you do next?;
  d) How can I help you?;
  e) Where did you get your ideas for the topic?; and,
  f) Where did you learn to do that?.

Reading/Writing Environment - In order to achieve the above goals, certain environmental conditions must be present in the classroom. The following is a list of those environmental conditions that the project will attempt to create. These environmental conditions will occur as a result of the teacher training component of this project. Therefore, these environmental conditions serve as the outcome goals for the teacher training component.

1) Teachers should plan a reading curriculum which is broad enough to accommodate every student's growth, flexible enough to adapt to individual and cultural characteristics of students, specific enough to assure growth in language and thinking, and supportive enough to guarantee student success.

2) Effective teachers of reading and writing create classroom environments where students actively use reading and writing as tools for learning. Research shows that students tend to use

strategies in the manner in which the strategies have been taught. Teachers should offer opportunities during content area instruction for students to engage in meaningful reading and writing. Reading and writing which are taught as isolated subjects violate this guideline.

3) Good language arts programs highlight reading and writing, but encourage students to actively use speech, art, music, drama, and dance in their attempts to communicate and grow.

4) Teachers should set up functional reading and writing environments which includes a wide range of materials which match student interest and everyday needs. Materials should have what Holdaway calls "memorable" language. Materials also should produce an expectation in students that reading and writing are enjoyable and assist them in meeting real life needs.

5) Choice is an integral part of the literacy process. Students should be permitted to choose reading materials, activities, and ways of demonstrating their understanding of the texts they have read. Reading skills and strategies should be presented as options rather than as rules which are to be universally applied under all reading and writing conditions.

6) Teachers should encourage students to utilize their higher level cognitive abilities by systemically planning instructional experiences which introduce and invite students to try a variety of reading comprehension strategies such as storying, visualizing, inferencing, summarizing, generalizing, and drawing conclusions based on intuition, the information in the text, and logic.

7) Research shows that language users learn best in a low-risk environment where they are permitted and encouraged to test hypotheses of interest to them. Teachers should learn to plan experiences for the students which allow them to take risks, make inferences, check their conclusions against the evidence at hand, and be wrong. The environment and instruction should be designed to reward appropriate performance and the aim of this reward system should be to produce intrinsic motivation.

8) Effective teachers of reading and writing understand that growth in literacy is marked by plateaus and peaks over time. Therefore, the environment and instruction should be structured so as to guide students to tasks on a level at which they will succeed. This requires that the teacher continuously collect data regarding learner strengths, weaknesses, and interests. It also requires that the student be seen as a partner rather than

an object to be manipulated in the teaching/learning process. The student must be viewed as an important source of information regarding his/her own performance and his/her own reaction to the instruction presented.

9) Effective programs of evaluation are multidimensional defining testing broadly as any situation that affords the opportunity to make an improved instructional decision. In lieu of, or in addition to, standardized tests, evaluation should include observation of important behaviors, attitudes and strategies that they associate with successful written language use, learning and teaching.

10) Effective programs of evaluation are curricularly focused and encourage teachers and students reflexively to engage in self-evaluation as they use each other as curricular informants.

11) Daily opportunities should be provided to students to share and discuss what they have been reading and writing. Research has shown that both learning and language are social events. Therefore, learning interactions should utilize social or cooperative motivations.

12) Teachers need to understand that how they teach is just as important as what they teach. This means that skills should be introduced as options that readers have when encountering unknown items in print, and that students be taught that choice as to which strategy to use under which condition is an integral part of what it means to be a strategic reader. To this end, good teachers of reading and writing encourage risk-taking in an effort to help students to understand and value the linguistic resources they have at their own disposal.

13) Effective programs of reading have parents as participants and partners in learning who are permitted options, choice, involvement and information about instructional alternatives available to students.

14) Effective programs of change understand that curriculum and curriculum development takes time and is enhanced by partnership. Such programs facilitate and encourage collaboration between educators within their schools.

Specific Teacher Training Goals - The goals listed below are the specific skill areas that will be provided in the professional development component of this pilot program. The general formate will be that teachers will begin all course work in September, 1989. Based on initial meetings with the schools, teachers felt that it would not be until January, 1990 that they would be able to accurately identify students who are at-risk of failing in developing

reading and writing skills.

Year I

- Enroll in twelve hours of university courses specifically designed for teachers and resource teachers.
- Courses will have a clinical component, background theory in reading and writing, skills for training other teachers, and data collection (e.g., observation techniques, use of checklists, standardize tests, interpretation of data, etc.). Courses will be offered on the same time period throughout the year. Presently, this day is anticipated to be Wednesdays (12:30 noon to 5:30 pm), however, this can be changed upon agreement of all parties.
- During training, teachers will work with four to eight children each day of the program within the classroom setting. The teachers can be expected to serve eight to sixteen children during the training year.
- Demonstrate teaching with an R/WI child or group twice each semester.
- Demonstrate techniques of a trainer as a seminar leader.
- Teachers will be supervised and their performances will be evaluated and discussed.
- Collect and maintain data on R/WI children in accordance with guidelines for evaluation.

Year II and III

- Instruct other teachers in their home schools about the R/WI program techniques.
- Work in one-to-one or small group situations with R/WI children within the classroom setting.
  (A characteristic of the R/WI program is that those who serve as leaders continue to learn, develop their skills, and derive fresh samples of behaviour from children.)
- Assistance is provided so that the R/WI teachers can introduce the program to additional classroom teachers. This background and training will be carried out through half day workshops in order to provide for a congruent school context for the R/WI child and the program. University personnel will provide support to the R/WI teachers and will play an active role in

these half day workshops.

Identification of At-Risk Students and Program Evaluation

In order to conduct a complete evaluation of the proposed project, the evaluation process will have to focus on four distinct areas. These four areas include: (1) the identification of at-risk students; (2) the implementation of the program; (3) the changes that have, have not, occurred in the classroom as a result of the program; and, (4) student outcome.

Identification of At-Risk Students - In order to identify students who are at-risk of reading/writing failure, a multi-measurement approach is suggested. In the section, "Specific Student Goals for Reading", a set of measurable behavioural goals were provided. It is anticipated that this list will not only be utilized to evaluate the program, but also that this list will provide the means to identify at-risk students. As part of the teacher training program, R/WI teachers will be trained in the areas of observation, test administration, general data collection techniques, and data interpretation. Based on the information collected by the teachers, students who are performing at least one standard deviation below their class mates will be identified as being at-risk and will be priorized for inclusion into this pilot program.

The data collection procedures to be utilized will be a continuous process. That is, the program will encourage teachers to not only to collect baseline and post-program data, but also to collect data continuously throughout the project. This process will provide data not only concerning the gains made by the students, but will also document increments made over time.

The data collection instruments will include checklists such as "Observations about the Student as a Learner", "Transitional Literacy Development Checklist", and the "Literacy Development Checklist" (Bailey, et al., 1988: see attached copies). In addition, information that is routinely collected by the school such as student work samples, teacher observations, E.I.P. data, teacher made tests, divisional tests, and other standardized tests which may be selected by the evaluation committee (e.g., the TOLD).

Evaluation Design - The first area to be included in the evaluation would involve making sure that the program was being implemented as it was designed. It would involve surveying/interviewing staff and students in an attempt to evaluate whether program goals were being met. In this stage of the evaluation, observational data would also be collected to evaluate whether or not the teachers in the training program were learning new skills and whether the process developed to teaching the new skills are effective. Given the fact that the training process involves both classroom and practical experiences, this area would involve evaluating both the in class content as well as the practical experiences of the teachers during the training portion of the project. An evaluation of teacher's attitudes towards the program and towards the training being given would be evaluated through observing what takes place during the practical experience side of the program, as well as through

interviews/surveys. Since a major focus of the training model is the teacher as a decision maker, the evaluation will need to focus on what changes, if any, are taking place in the teaching behaviors of the participants. This area of the evaluation process needs to be made up of two distinct parts. First, is the evaluation of the first year of the program. Second, an evaluation of the second year of the program, when the trainees become the teachers. The second part is as important as the first part, given that one of the primary goals of this program is to have individuals who successfully completed the program train other teachers.

The second area which needs to be addressed by the evaluation process, is the extent to which the methods taught within the program are utilized once the program is over. That is, once the program is over, do the teachers continue to utilize the skills they were taught, or do they return to the methods, practices and behaviors they relied on before entering the program? In order for this program to meet its stated objectives, teacher who completed the program should continue to utilize the skills, methods, and behaviors taught by the program. This part of the evaluation process would involve following-up data collection for at least two years after the trainees have completed the program. It would involve interviews/surveys and observing teacher practices.

The third area to be evaluated is student outcome. That is, does the program result in a change in the behavior of the students it is designed to reach? Also, if the program is to be judged to be effective, we need to know whether the resulting behavioral changes are long lasting. Therefore, it would be desireable to follow-up these students for as long a period of time as possible. Given that a long-term follow-up process might be too expensive, both in terms of time and money, it is recommended that this follow-up be carried out for a period of, at least two years. This part of the evaluation would require data collection in the following areas: (1) reading ability; (2) classroom behavior; (3) attendance; (4) school mobility; (5) writing skills; and, (6) attitudes towards reading.

In order to carry out the above evaluation plan, it is anticipated that an evaluation committee will be established. This committee will be made up of the three individuals from the University of Manitoba, a superintendent, a representative from Inner City Initiative, a teacher and a principal.

UNIVERSITY COSTS

YEAR ONE

Twelve semester hours	$12,000.00
Coordination & supervision of program	6,000.00
Demonstration materials	2,000.00
Resource persons	1,500.00
Evaluation	3,000.00
	$24,500.00
30% Overhead	7,350.00
TOTAL	$31,850.00

Cost to Brooklands School	$ 8,000.00

APPENDIX A

University of Maine
Reading/Writing Program
Summer 1987

LITERACY DEVELOPMENT CHECKLIST

Student _____ Teacher _____

	does not apply	most of the time	sometimes	not noticed yet	Comments
I. INTEREST IN BOOKS					
Is willing to read					
Shows pleasure in reading					
Selects books independently					
Chooses books of appropriate difficulty					
Samples a variety of genre					
II. BOOK KNOWLEDGE					
Beginning of book					
End of book					
Title					
Author					
Illustrator					
III. READING STRATEGIES					
Uses knowledge of language to understand text					
Uses meaning clues in context					
Uses meaning clues from prior experience					
Uses sentence structure clues					
Substitutes a word with similar meaning					
Sounds out					
Uses word structure clues					
Uses story structure clues					
Views self as a reader					
Notices miscues if they interfere with meaning					
Infers words in close-type activities					
Takes risks as a reader (guesses)					
Summarizes major events in a story					
Remembers sequence of events					
Demonstrates predicting and confirming					
Attends to reading independently					

TRANSITIONAL LITERACY DEVELOPMENT CHECKLIST

Observations and Student Behavior

Student _____ Teacher _____

Observations About. . .	Date	Contextual Notes
I. Interest in Books		
demonstrates interest in books		
samples different genre		
uses library		
engages in spontaneous book talk		
brings additional books to class		
II. Book Knowledge and Library Skills		
external organization—narrative		
external organization—expository		
demonstrates use of. . .		
–glossary		
–encyclopedia		
–dictionary		
–card catalog		
–alphabetical ordering		
can choose appropriate books		
III. Reading Comprehension		
adequate retelling of story or major events		
demonstrates understanding of. . .		
–plot		
–main idea		
–characters		
–setting		
–climax		
can interpret figurative language		
differentiates fact and opinoin		
fact and fiction		
when questioned, can make comparison		
–show cause and effect		
–predict outcomes		
–begin to make inferences		
can identify mood and tone		
reads familiar material fluently suitable intonations and phrasing		
can use text to support statements		
makes connections to own experiences		
views reding as a predictive process		
knowledge of story structure		
uses prior knowledge		
IV. Reading Strategies		
self-corrects when meaning is lost		
When encountering unfamiliar words . . .		
–returns to beginning of sent/phrase		
–uses pictures and other support clues		
–makes use of reference tools		

Observations About. . . (continued)	Date	Contextual Notes
makes integrated use of semantic and syntactic cueing systems		
makes use of graphophonic cueing		
increases sight word vocabulary		
adjusts speed of reading to material		
declining use of voice or finger as fluency increases		
observes punctuation to obtain meaning		
knows how to skim material		
previews text for general content		
reads silently with greater ease		
reads familiar material fluently		
uses organization of text to read content material		
substitutes word(s) making syntactic or semantic sense for unknown word(s)		
will skip a word and read on		
views self as an effective reader		
takes risks in. . .		
–predicting		
–pronunciation		
–discussion		
uses prior knowledge		
V. Writing Strategies		
takes risk in spelling		
sharing own writing		
length of text		
generates topics and writing ideas		
willingly shares writing		
willingness to edit (–makes contextual changes)		
develops revising skills (editing)		
–proofreading skills		
makes conventional use of. . .		
–capitals		
–question marks		
–possessives		
–contractions		
–apostrophes		
–paragraphing		
attempts spelling generalizations		
begins to use dialogue		
makes use of descriptive language		
is developing awareness of audience		
demonstrates development of topic		
uses forms appropriate to purpose		
views self as effective writer		
uses prior knowledge		

Observations about the Student as a Learner
Supplementary Reading Program Report
Reading Specialist: Janis Bailey

Student: _____ Year _____ Grade _____

			1	2	3	4
Seems to view self as an effective reader		during shared reading				
		during independent reading				
Seems to view self as an effective author		when dictating writing				
		during independent writing				
Takes Risks: As a reader in:	–selecting books					
	–predicting	using knowledge in own head (prior experience)				
		using text and/or pictures				
	–figuring out unknowns: using meaning clues	in context				
		in own head (prior experience)				
		using sentence structure clues (grammer, etc.)				
		substituting a word with similar meaning				
		using "sounding out"				
		using word structure clues (endings, basewords, etc.)				
	–revising thinking when "it doesn't make sense"					
	–talking meaningfully about books	in retelling material read				
		in group discussions, sharing				
As a writer in:	–choosing writing topics					
	–producing meaningful writing					
	–spelling with invented spelling to maintain meaning					
	–revising writing to make it more meaningful					
	–sharing own writing					
Chooses to pursue topics of interest						
Uses a variety of resources and literature to learn about self-selected topics						
Sticks with a plan		in reading				
		in writing				
Raises questions:		about books read or listened to by the student				
		about information others share in group				
		that may lead to new learning				

☑ Effectively demonstrated by the student at this time ■ Not a focus at this time.

REPORTS/COMPLETED PROGRAMS/PROJECTS

REPORTS SUBMITTED

NOTE: All reports/evaluations will be available for review in the Blue Board Room at 120 King Street on May 3 and 4, 5:30 - 8:00 p.m., as well as May 8 from 9:00 a.m.-4:00 p.m.

1. Metro Community Liaison Evaluation
   Final Report

2. Joseph Teres/Bernie Wolfe Community Liaison/
   Migrancy Program
   Final Report